DOCUMENT RESUME

ED 421 555 UD 032 406

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TITLE A District-Wide Multi-cultural High School Curriculum.
PUB DATE 1995-06-00
NOTE 187p.
PUB TYPE Guides - General (050) -- Reports - General (140)
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Cultural Awareness; Cultural Differences; Curriculum Development; Educational Environment; Evaluation Methods; High Schools; *Multicultural Education; Outcomes of Education; Program Evaluation; *School Districts; *Secondary School Curriculum; Self Esteem; Teaching Methods

ABSTRACT

This document contains a proposal for a district-wide multicultural high school curriculum for the Belleville Public Schools, Edison (New Jersey). The curriculum is designed to promote student bonding for peace and harmony by focusing on the total school environment and raising student, parent and staff consciousness about the many different cultures of the community and their contributions to society. It will help students develop positive self-esteem as students of different cultural backgrounds learn to understand and accept each other. The planned "culturally coherent multicultural curriculum" is a diverse curriculum that is connected in visible and explicit ways to show a sense of compelling purpose in education. Enlisting public support is an integral feature of the curriculum development plan. Planned outcomes include student outcomes in learning, behavior, and skill areas. Learning activities will include a variety of approaches, including arts, role plays, multicultural ceremonies and celebrations, group work, field trips, class projects, and other acknowledgments of ethnicity and cultural diversity. Evaluation will be the final component of the curriculum. This document contains the Executive Summary, which serves as an introduction to the planned curriculum, the curriculum proposal with plans for its development by a 21-member committee, a discussion of the instructional and methodological approach to be taken, and a funding proposal for implementation in the school district. Appendix A to Part 2, the curriculum proposal, reviews the legal authority for the curriculum and Appendix B contains four handouts for public information. Part 3, "Instructional and Methodological Approach," contains two appendixes, a positive framework for ability grouping and a summary of content and learner outcomes. Part 4, the funding proposal, contains three appendixes: (1) readings on racism and education; (2) a sample letter for parents; and (3) a bibliography of works on the educator J. H. Pestalozzi. (Contains 36 references.) (SLD)

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ED 421 555

A District-Wide Multi-Cultural High School Curriculum

Part 1: Executive Summary

Part 2: Curriculum Proposal

Part 3: Instructional and Methodological Approach

Part 4: Funding Proposal for Curriculum Implementation

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June - September 1995

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UD032406

Part: 1

Executive Summary

June 1995

EXECUTIVE SUMMARY
"COHERENT" MULTICULTURAL CURRICULUM PROPOSAL

It is the purpose of the school districts professional staff to develop and design the framework of a new comprehensive and "Coherent Multicultural Curriculum", that will shape a learning environment that is increasing in cultural diversity. Through this proposal, the existing K-12 curriculum will be revitalized by integrating the voices and experiences of those who have been omitted from traditional curriculum such as women, AfricanAmericans, Asians, Hispanics, Native Americans and other groups. It is our intention to form the basis for a new direction in education that unifies through recognition and value of diversity.

In the context of equal educational opportunity for all, Multicultural Education can be defined as, "A lifelong process of learning and development that promotes mutual respect, excellence, and achievement for all by confronting historical and current inequities fostering responsibility, productivity, and active participation in a diverse and evolving society, (Consortium For Multicultural Education, 1993).

According to James A. Bank (1992), Multicultural Education helps students understand and affirm their community cultures and helps free them from cultural boundaries, allowing them to create and maintain a civic community that works for the common good.

Multicultural Education values cultural pluralism. Cultural pluralism is a concept that aims toward a heightened social unity dependent on the unique strengths of each of its cultural parts. The positive elements of a culturally pluralistic society will be realized only if there is a healthy interaction among the diverse groups which comprise the nation's citizenry. Such interactions enable all to share in the richness of America's Multicultural Heritage. This is the basis for establishing Multicultural Education as an integral part of the educational process at every level. (Commission On Multicultural Education Of The American Association Of Colleges For Teacher Education, 1973).

A Multicultural Curriculum is a curriculum that deals with social and cultural issues that creates new and expanded structures of knowledge for all the children.

A Coherent Curriculum is one that is logically connected. It makes sense as a whole and its parts are unified and connected by that sense of the whole, Beane, (1995).

A "Culturally Coherent Multicultural Curriculum", is a curriculum that is diverse in its make-up, has a sense of unity and connectedness of relevance and pertinence. Its parts are integrated in ways that are visible and explicit. There is a sense of a large, compelling purpose, and actions are tied to that purpose.

By the year 2010, people of color will be the numerical majority in the United States. This fact suggests that educator's need to develop a language, vision and curriculum in which multiculturalism and democracy become mutually reinforcing categories, (Giroux, 1992).

The goals of an effective "Coherent Multicultural Curriculum", is to productively change the school's education process so that all the students, from all ethnic groups will experience educational equality.

As University of Florida Professors, Craig L. Frisby and Carolyn M. Tucker (1993) state, "The hope of Multiethnic Education is to create an attitude of respect and validation for all ethnic groups within integrated settings that carry with it the implicit suggestion that the ethnic self-esteem of minority students should be facilitated as well".

An effective "Coherent Multicultural Curriculum" can productively change the school's education process so that all the students, from all ethnic groups will experience educational equality and will achieve success in school.

Those who support the need for multiculturalism in the curriculum see the melting pot idea as a form of cultural totalitarianism that has systematically excluded people of color and women.

Opponents of multiculturalism, feel the greatness that is ours in the USA, comes from the common values and not from the fractionalization that is inherent in diversity, (Williams and Pollard, 1992).

An educational system centered around the Eurocentric world view is limited and narrow and fails to provide a global perspective. It prevents many youth from the benefit of a broad-based learning experience. Also, it perpetuates processes of negative socialization for African Americans, Asian-Americans, Latinos and Native Americans, (N.Y. State Education Commissioner, 1989).

Psychology is a main concern with the understanding of how children learn. Psychology provides a basis for understanding the teaching learning process and cements the relationship. It provides the theories and principles that influence teacher student behavior within the context of the curriculum, (Ornstein and Hunkins, 1993). Ralph Tyler (1949), considered psychology to be a "screen" for helping determine what our objectives are and how our learning takes place. John Dewey (1929), believed psychology was the basis for understanding how the individual learner interacts with objects and persons in the environment. He also believed that the quality of interaction determines the amount and type of learning.

Behaviorism or the "Learning Theory Of Association", focuses on conditioning, modifying or shaping behavior through reinforcement and rewards. The Cognitive-Development Learning Theory, believes that growth and development occurs in

progressive states. It is conducive for explaining various levels of thinking which include problem solving concept thinking and creativity. The most recent learning theory, Phenomenological or "Humanistic Psychology", considers the whole child, including his or her social, psychological and cognitive development. This theory's emphasis is on attitudes and feelings, self-actualization, freedom to learn and value clarification.

Each educational theory of learning is profound and has information that contributes to the explanation of various aspects of behavior and learning. However, standing alone the theories are somewhat incomplete.

It is the recommendation of the Curriculum Development Committee that educational instructors should come to their own conclusion about what aspect of each theory they will use for their own teaching approach. It should also be noted that while the committee understands the importance of all the education theories, we would like to emphasis that teachers and schools must first make a commitment to deal with the social and psychological factors of learning. Student needs must be satisfied and their self-esteem and self-concept must be recognized as essential factors related to learning. Without good feelings about oneself and without a sense of curiosity or motivation there is little chance for cognitive learning, (Ornstein and Hunkins, 1993).

Evaluation is the final component of this curriculum proposal. It will provide evidence as to its effectiveness. The evaluation will assess the content, materials and teaching methods used. It will focus on discovering whether the curriculum as designed, developed, and implemented is producing or can produce the desired results. The evaluation process will serve to identify the strengths and weakness of the curriculum, provide evidence that the curriculum is attaining its goals and objectives, and if it is meeting the state guidelines provided by G.E.M, (1995). The following curriculum evaluation criteria (Talmage, 1985), will be implemented.

1. Intrinsic value
2. Instrumental value
3. Comparative value
4. Idealization value
5. Decision value

RESOURCES

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Part: 2

Curriculum Proposal

July 25, 1995

TABLE OF CONTENTS

Curriculum Committee . . . . . page 3

Narrative . . . . . page 4

Purpose . . . . . page 5

Introduction . . . . . page 6

Mission Statment . . . . . page 8

Definition Of Education That Is Multicultural . . . . . page 8

Theories Of Learning . . . . . page 10

Public Support . . . . . page 13

District Goals Of A Coherent Multicultural Curriculum . . . . . page 14

Learning Activities . . . . . page 16

Evaluation . . . . . page 16

Resources . . . . . page 18

Appendix A . . . . . page 80

Appendix B . . . . . page 85

BELLEVILLE PUBLIC SCHOOLS
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1995 - 1996

COHERENT MULTICULTURAL CURRICULUM COMMITTEE

Chairperson	Mr. Joseph Nisivoccia.
Committee Members	History Department Supervisor. Foreign Language Department Supervisor. Community Expert Representative. ESL High School Teacher. Bilingual, Elementary Teacher. ESL Middle School Teacher. English Department Supervisor. Cafeteria Director. Health, P.E. and Athletics Supervisor. Elementary Administrator. Math Department Supervisor. Middle School Administrator. Science Department Supervisor. High School Administrator. Elementary School Representatives. Parent Representatives - H.S. Parent Representative - M.S. Parent Representative - Elementary. Student Representatives - H.S. Student Representatives - M.S.

NARRATIVE

This district wide Coherent Multicultural Curriculum will lead to the bonding of all students for the common purpose of peace and harmoney. It will undercut the negative feelings and fight the behaviors of bias and prejudice. It will also, help the students to become friends, cooperate their efforts and work together for a better integrated community. This curriculum will focus attention on the total school environment, raising student, parent and staff consciousness about the many different cultures of the community and their contributions to our society.

This Multicultural Curriculum will be designed to educate all of the students including the culturally diverse who have been excluded from our Eurocentric Educational System. It will help all individuals develop positive self-esteem and the culturally diverse to develop a positive self-identity. It will also allow children of different cultural backgrounds to learn, understand and accept each other.

Today, diversity, bigotry, discrimination and tolerance are very important issues for classroom and school attention. All Children can and need to be taught basic lessons in tolerance, non-violence problem solving and self-esteem.

Children observe and learn prejudice by being part of a society where prejudice exists. Children with low self-esteem are far more likely to develop and act on prejudice, (Bonazzi,1994).

This Coherent Multicultural Curriculum will evolve into positive human relations in which students of different backgrounds learn to communicate more effectively. The outcome will create a safe school environment much more conducive to learning for all students.

PURPOSE

It is the purpose of the school districts professional staff to develop and design the framework of a new comprehensive and "Coherent Multicultural Curriculum", that will shape a learning environment that is increasing in cultural diversity. Through this proposal, the existing K-12 curriculum will be revitalized by integrating the voices and experiences of those who have been omitted from traditional curriculum such as women, African Americans, Asians, Hispanics, Native Americans and other groups. It is our intention to form the basis for a new direction in education that unifies through recognition and value of diversity.

Following the formation of this Multicultural Curriculum Committee, district needs assessments were developed for the following segments of the school community:

Student Surveys - Grades (3-6) and (7-12)

Staff Assessment - Grades (K-12)

Community/Parent Survey

Its purpose was to establish baseline information on certain attitudes and behaviors of the entire school community.

INTRODUCTION

The current reform movement in American Education had its impetus in two sources, an international source and an intranational source (Shujaa, 1988).
Internationally, there was a growing concern that American educational achievement was slipping far behind that which was being demonstrated by students in other developed countries. The second educational reform movement pressure was created by a desire to bring about educational equality for the children of minorities and for the children of the poor.

In order to bring about an educational reform movement to upgrade the education of all students, equity and excellence must go hand-in-hand, (Lomotey, 1989).

The magnitude of the problem and opportunities of rapidly increasing intercultural interactions in most schools can no longer be denied or ignored. The demographics of most parts of the U.S. are changing so rapidly that minority students are making up more than fifty percent of the school population, (WICHE, 1988).

If students in our culturally diverse population are to be given the opportunity to achieve to their optimum potential, and if an entire school population is to benefit from the richness of cultural diversity, we must learn to recognize and understand the underlying cultural causes of their school problems and concerns, (Varney and Cushmer, 1990).

By the year 2010, people of color will be the numerical majority in the United State. This fact suggests that educator's need to develop a language, vision and curriculum in which multiculturalism and democracy become mutually reinforcing categories, (Giroux, 1992).

The goals of an effective "Coherent Multicultural Curriculum", is to productively change the school's education process so that all the students, from all ethnic groups will experience educational equality.

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the fractionalization that is inherent in diversity, (Williams and Pollard, 1992).

An educational system centered around the Eurocentric world view is limited and narrow and fails to provide a global perspective. It prevents many youth from the benefit of a broad-based learning experience. Also, it perpetuates processes of negative socialization for African Americans, Asian-Americans, Latinos and Native Americans, (N.Y. State Education Commissioner, 1989).

MISSION STATEMENT

Our mission, consistent with the district's goals and in context of cultural diversity, is to provide a comprehensive educational program for all students which promotes knowledge, understanding and respect for the differences and similarities among people. This will take place through the active participation in school, home and community, and will be supported by a dedicated, knowledgeable and diverse staff.

DEFINITION OF EDUCATION THAT IS MULTICULTURAL

In the context of equal educational opportunity for all, Multicultural Education can be defined as, "A lifelong process of learning and development that promotes mutual respect, excellence, and achievement for all by confronting historical

and current inequities fostering responsibility, productivity, and active participation in a diverse and evolving society, (Consortium For Multicultural Eduction, 1993).

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THEORIES OF LEARNING

Psychology is a main concern with the understanding of how children learn. Psychology provides a basis for understanding the teaching learning process and cements the relationship. It provides the theories and principles that influence teacher student behavior within the context of the curriculum, (Ornstein and Hunkins, 1993). Ralph Tyler (1949), considered psychology to be a "screen" for helping determine what our objectives are and how our learning takes place. John Dewey (1929), believed psychology was the basis for understanding how the individual learner interacts with objects and persons in the environment. He also believed that the quality of interaction determines the amount and type of learning.

Behaviorism or the "Learning Theory Of Association", focuses on conditioning, modifying or shaping behavior through reinforcement and rewards. Its continued popularity is seen by such teaching-learning trends as micro-teaching, instructional

training models, individualized learning, direct instruction and mastery learning.

American behaviorists such as Edward Thorndike (1911), Jerome S. Bruner (1959), and B.F. Skinner (1953), are rooted in the traditional philosophical speculations about conditioning behavior and the nature of learning, from the ideas of Aristotlle, Descartes, Locke, and Rousseau.

The Cognitive-Development Learning Theory, believes that growth and development occurs in progressive states. It is conductive for explaining various levels of thinking which include problem solving concept thinking and creativity. Many learning theorists today are cognition oriented which corresponds with the increasing influence of the Swiss Psychologist, Jean Piaget (1948), and the growing acceptance of environmental, opposed to heredity, as an explanation of cognitive growth and child development.

The most recent learning theory, Phenomenological or Humanistic Psychology", considers the whole child, including his or her social, psychological and cognitive development. This theory's emphasis is on attitudes and feelings, self-actualization, freedom to learn and value clarification.

Each educational theory of learning is profound and has information that contributes to the explanation of various aspects of behavior and learning. However, standing alone the theories are somewhat incomplete.

It is the recommendation of the Curriculum Development Committee that educational instructors should come to their own conclusion about what aspect of each theory they will use for their own teaching approach. It should also be noted that while the committee understands the importance of all the education theories, we would like to emphasis that teachers and schools must first make a commitment to deal with the social and psychological factors of learning. Students needs must be satisfied and their self-esteem and self-concept must be recognized as essential factors related to learning. Without good feelings about oneself and without a sense of curiosity or motivation there is little chance for cognitive learning, (Ornstein and Hunkins, 1993).

Abraham Maslow (1971), a well known Phenomenologist set forth a classic theory of human needs based on a hierarchy, and in order of importance. These needs have obvious implications for teaching and learning, because a child whose basic needs, like love or esteem, are not filled will not be interested in acquiring knowledge of the world. The child's goal to satisfy the need for love and esteem take precedenc over learning and directing his or her behavior. A student who is frustrated, distraught, or emotionally upset will learn very little. He or she will resist, withdraw, or act out his or her problems.

PUBLIC SUPPORT

This 21 member Multicultural Curriculum design committee will appoint a task force of 10 members, who are representatives of the diverse population, to generate and gain community support for this program.

Task force members will seek and gain support from the P.T.A. and will collectively design a pamphlet which will be distributed to the home of every student in the school system, to every company and business, and to all other community members.

The task force will seek to gain support from the various religious sectors of the community alone with private clubs and organizations such as the Knights Of Columbus, Elks, Rotory Club and The Senior Citizens Group. Being a community which still has a large Italian population, the task force will seek effective support and involvement from the Italian-American Club.

A divisional task force of three members will be responsible to use the school's T.V. and radio Mass Communication's Program to disseminate information to the community and gain support for the committee's Multicultural Curriculum.

The committee's chairperson will be responsible to study existing implications of effective Multicultural Education Curriculum by other school systems in the state and across the nation. The chairperson will report back to the General Committee on what specifically seems to be effectively working in the area.

STUDENT OUTCOMES

LEARNING OUTCOMES

1. Students will be able to identify examples and practices of racism and sexism in our school and community.

2. Students will develop a clear understanding of diverse attitudes, traditions, beliefs, values and ways of life.

3. Students will develop their perception and comprehension of the ideas, perspectives and experiences of all the racial, cultural and ethnic groups of our community.

4. The students cognitive ability will increase to recognize, critically analyze, and problem solve racial, biases and gender issues in our increasingly diverse school system and community.

BEHAVIORAL OUTCOMES

1. Students will have equal educational and athletic opportunities in our school system to enhance, encourage and support their educational achievement and success.

2. Students will eliminate racism and sexism in their personal lives and strive for equality and unity in our increasingly Multicultural community.

3. Students will resolve race and sex based conflicts in a non-violent manner.

4. Students will be able to recognize and validate the history, culture and contributions of all the people within our community and society.

5. Students will experience peace, harmony and brother/sisterhood in our increasingly diverse school system and community.

SKILL OUTCOMES

1. Students will interact, communicate and work more effectively in our pluralistic and increasingly interdependent community.

2. Students will create and be part of a school and classroom climate that enhances learning by recognizing and using its cultural diversity.

3. Students and their families will become active participants in the process of community and school development.

4. Students from all cultural groups will increase their self-esteem and self-identity.

5. Intergroup and interpersonal relationships between children in our school system and the people in our community will improve.

6. The students will create and be part of an educational environment that fosters safety and respect for all the people of our community.

7. The students will develop an understanding to the perspectives of the many diverse groups of our community and society so that they can and will act as effective agents of positive social change.

8, Students will develop conflict resolution skills to peacefully solve interpersonal and intergroup conflicts.

LEARNING ACTIVITIES

1. Art: Multiethnic drawings and crafts.
2. Dance: Multicultural dance activities in the Physical Education classes.
3. Drama as a teaching tool. The English, History and Humanities classes will bring the written word to life.
4. Ethnic and gender role play and reverse role play.
5. Research or diverse groups.
6. Multicultural ceremonies and celebrations.
7. Multicultural readings.
8. Group and class discussions on diversity.
9. Multicultural lecture.
10. Cooperative multicultural group work.
11. Field trips.
12. Multicultural display cases, and hall way decorations.
13. Collaborative multicultural class projects.
14. Ethnic lunches served in the cafeteria.

EVALUATION OF THE CURRICULUM

Evaluation is the final component of this curriculum. The Multicultural Committee will be responsible for providing evidence as to its effectiveness. The evaluation will assess the content, materials and teaching methods used. It will focus on discovering whether the curriculum as designed, developed, and implemented is producing or can produce the desired results.

It will also assess the evaluation process itself. The evaluation process will serve to identify the strengths and weakness of the curriculum, provide evidence that the curriculum is attaining its goals and objectives, and if it is meeting the state guidelines provided by G.E.M., (1995). The following curriculum evaluation criteria (Talmage, 1985), will be implemented.

1. Intrinsic Value - Does this curriculum incorporate the best thinking to date on the underlying principals of multicultural education?

2. Instrumental Value - Is there a justification for the need of this curriculum and who will gain from exposure to it?

3. Comparative Value - Is this curriculum better than another curriculum or the one that was used before? This will be based on academic achievement and on social, emotional and physical development.

4. Idealization Value - How is the curriculum functioning and under what set of conditions? How can it be designed or be made to work more effectively for students and teachers?

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APPENDIX A

Legal Authority

APPENDIX A

LEGAL AUTHORITY AND REQUIREMENTS:

LIST OF LEGAL DOCUMENTS AND INTENTS

STATUTES

The state of New Jersey has legislation specifically designed to support a comprehensive policy on education that is multicultural.

- N.J. State Constitution, (1974): Prohibits discriminatory practices that result in unequal benefit to school staff or students based on race, color, creed, national origin or socioeconomic status.

- N.J.S.A. 10:5-1: N.J. Law Against Discrimination.

- N.J.S.A. 18A:4-23; Atty. Gen. F. O. 1975, NO. 28: The N.J. Commissioner of Education has the power and the authority to enforce school course and program compliance.

- N.J.S.A. 18A:7A-2: Thorough and Efficient Schools mandate.

- N.J.S.A. 18A:35-1: Adding Black History to U.S. History in the last four years of high school.

- N.J.S.A. 18A:36-20: Prohibition against prejudice based on race, color, creed, sex, or national origin in schools and educational programs.

- N.J.S.A. 18A:38-5: The New Jersey Law of 1881, revised in 1903, and 1967, prohibiting discrimination in public school based on race, creed, color, national origin or ancestry.

- N.J.A.C. 6:4-1.1 et seq.: Ensures equality in educational programs including school and classroom practices and employment/contract practices.

- The Civil Rights Act of 1964:

  - Title IV: Funds desegregation technical assistance and training programs through state educational agencies and regional equity assistance centers.

  - Title VI: Prohibits prejudice, isolation, or stereotyping based on race, sex, or national origin in federally funded programs.

  - Title VII: Prohibits prejudice or isolation based on limited English proficiency.

- Title IX, Education Amendments of 1972: Prohibits prejudice, isolation, or stereotyping based on gender.

- Section 504 - Rehabilitation Act: Prohibits discrimination based on disabilities.

- Americans with Disabilities Act of 1991: Prohibits the limitation or denial of opportunity, access, or benefits to persons with disabilities.

CASE LAW

- Bell v. School District of Gary, Indiana, 324 F.2d 209, 7th Circ. (1963): The court declared that, "The question is whether there is a constitutional duty to provide equal educational opportunities for all children with the system....Education is tax supported and compulsory, and public school educators, therefore, must deal with inadequacies within the educational system as they arise, and it matters not that the inadequacies are not of their making."

- Robinson v. Cahill, 69 N.J. 449 (1976): The New Jersey Commissioner of Education has jurisdiction to enforce all requirements of the education laws of the state, and must ensure that each pupil in the state has an equal opportunity to receive an education that meets constitutional standards.

- Hinfey v. Matawan Regional Board of Education, 77 N.J. 514 (1978): The Commissioner has jurisdictional authority over local curricula, and has the power to prescribe minimum courses of study to meet state standards, and must require public school districts to submit courses of study for approval (N.J.S.A. 18A:4-25 and 18A:4.34.

- Rodgepeth v. Trenton Board of Education, 131 N.J.L. 153 (1944): A public school district may not maintain discriminatory practices, even if the board of education desires it to do so.

- Piscataway Township Board of Education v. Burke, 158 N.J. Super. 436 (App. Dov.), appeal dismissed 79 N.J. 473 (1978): The Commissioner has authority to approve the required equity plans of school districts on the basis of their individual merits.

NEW JERSEY ADMINISTRATIVE CODE, SUBCHAPTER 6:4 EQUALITY IN EDUCATIONAL PROGRAMS

The New Jersey Administrative Code (N.J.A.C. 6:4), under the title "Equality in Educational Programs" provides school districts with uniform criteria and standards for the following categories of equal educational opportunity that require multicultural curriculum integration:

- **School and Classroom Practices (N.J.A.C. 6:4-1.5)**

  - Bias-free multicultural textbooks, instructional materials, courses of study, educational media, and assessment instruments

- Prevention, correction, or elimination of all discriminatory or prejudicial policies, practices, plans, programs, and activities of public school districts, based on age, race, national origin, sex, social status, socioeconomic condition, or disability.

- **School Desegregation and Integration [N.J.A.C. 6:4-1.5(d)]**

  - Identification and correction of the negative effects of segregation, discrimination, or isolation upon the growth or development of students or staff on the basis of race, national origin, or sex

  - Integrated instructional experiences preparing students to relate in mutually beneficial ways with people of diverse races, cultures, national origins, and gender so as to function effectively in a pluralistic society.

THE GUIDELINES FOR SCHOOL DESEGREGATION

New Jersey's Guidelines for School Desegregation outline the relationship between multicultural curriculum integration and the anti-discrimination requirements. Two of the 12 components of an acceptable desegregation plan require school districts to do the following:

- Develop and implement culturally pluralistic curricula and instructional practices in desegregating schools...incorporate the experiences, perspectives, and insights of men and women of diverse racial/national origin groups throughout the districts' curriculum and within recommended instructional practices.

- Teach Black History, as well as the history of minority groups...K-12. Such instruction is to be neither additive nor supplementary, but should constitute an integral part of all curricula at all grade levels. This includes science, math, and literature, as well as non-academic and extracurricular courses (p. 24; see also N.J.A.C. 6:4-1.5; N.J.A.C. 6:8-2.1 and 2.2).

- Detect and remove or neutralize bias and stereotypes based on race, national origin, or gender in instructional materials and curriculum (p. 24).

- Teach appreciation for the value of diversity and pluralism among racial/national origin groups (p.26).

- Reduce the negative effects of bias among students including...low self-esteem, marginal self-respect, and defensiveness (p.26).

OEEO ANNUAL REVIEW OF PROGRESS

In order to meet the intent of the law, since 1986, the OEEO has required all public school districts in the state to submit an Annual Review of Progress Report (ARP). Among the 13 equity areas for reporting, the following three, dealing directly with curriculum, are included:

1. Evaluation of Instructional Resources for Bias
   [N.J.A.C. 6:4-1.3(e)(f)]

2. Evaluation of Curricula for Multicultural Awareness and Understanding
   [N.J.A.C. 6:4-1.3(e)(f)]

3. Evaluation of Inservice Programs for Affirmative Action and Human Relations
   [N.J.A.C. 6:4-1.3(d)]

From 1986 to the present, the analysis of the ARPs have indicated a priority need to provide districts with a clear understanding of education that is multicultural, and with corresponding policies and guidelines defining the responsibilities of public school districts in implementing multiculturally integrated curricula.

GRADUAL CURRICULAR REVISION BASED ON STATE MONITORING GUIDELINES

The extent of curricular revision in a New Jersey school district will be dependent upon the extent to which the district is currently meeting the requirements of the law. Does this mean that all districts must discard their current curricula? The answer is "no!"

The current 7-year monitoring cycle requires districts to review their curricula on a regular basis and revise, where necessary. Districts will be expected to incorporate the Guidelines for Education that Is Multicultural into their curriculum renewal process (N.J.A.C. 6:4-1.3(e).

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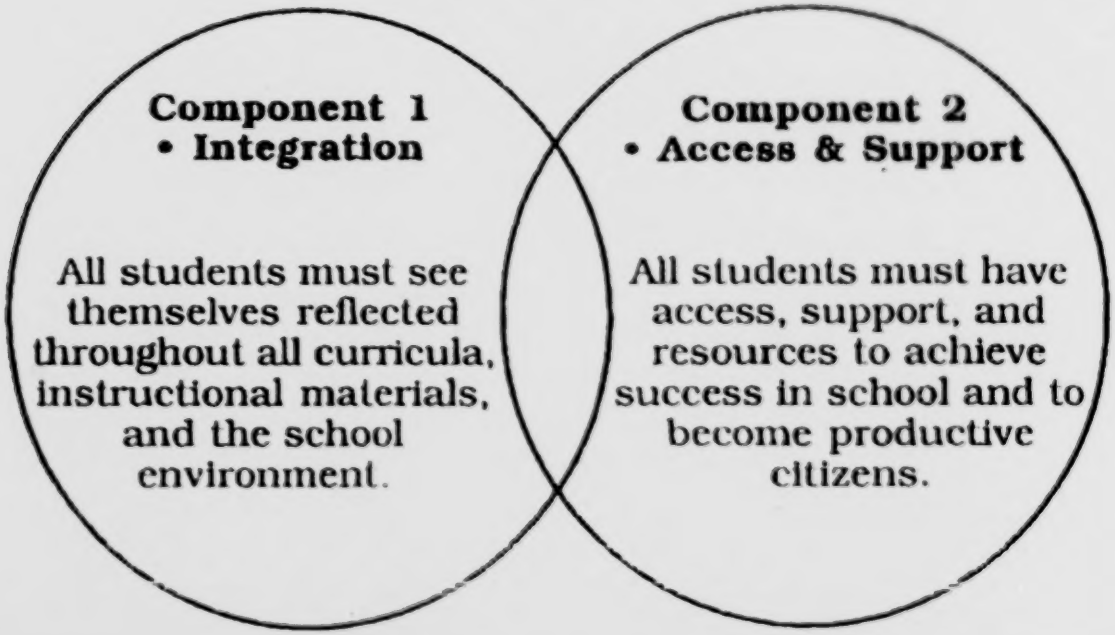
APPENDIX B

Handouts

Guidelines for Education that is Multicultural

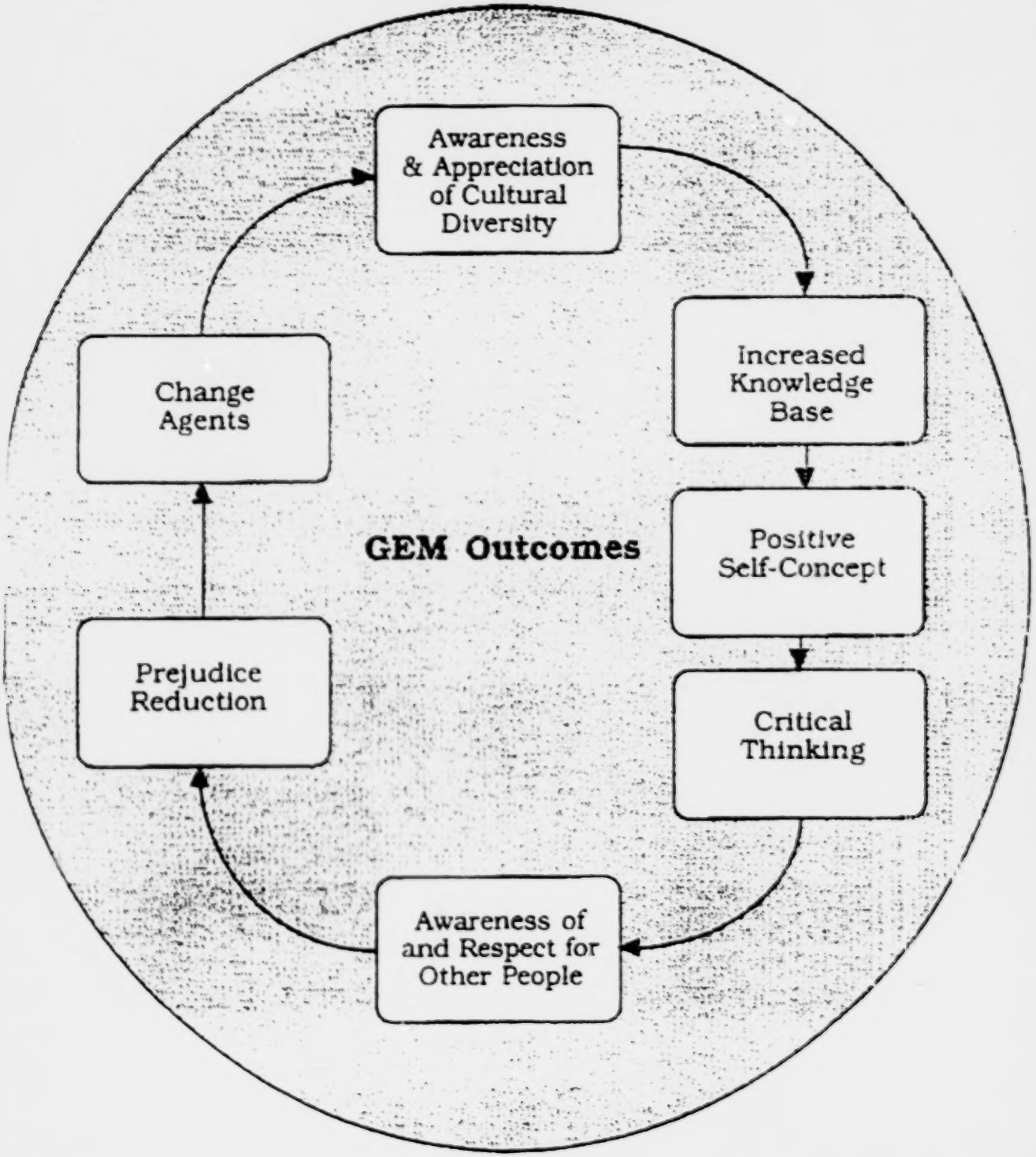
Two Components of GEM

Adapted from the model of Prince Georges County, Upper Marlboro, Maryland.

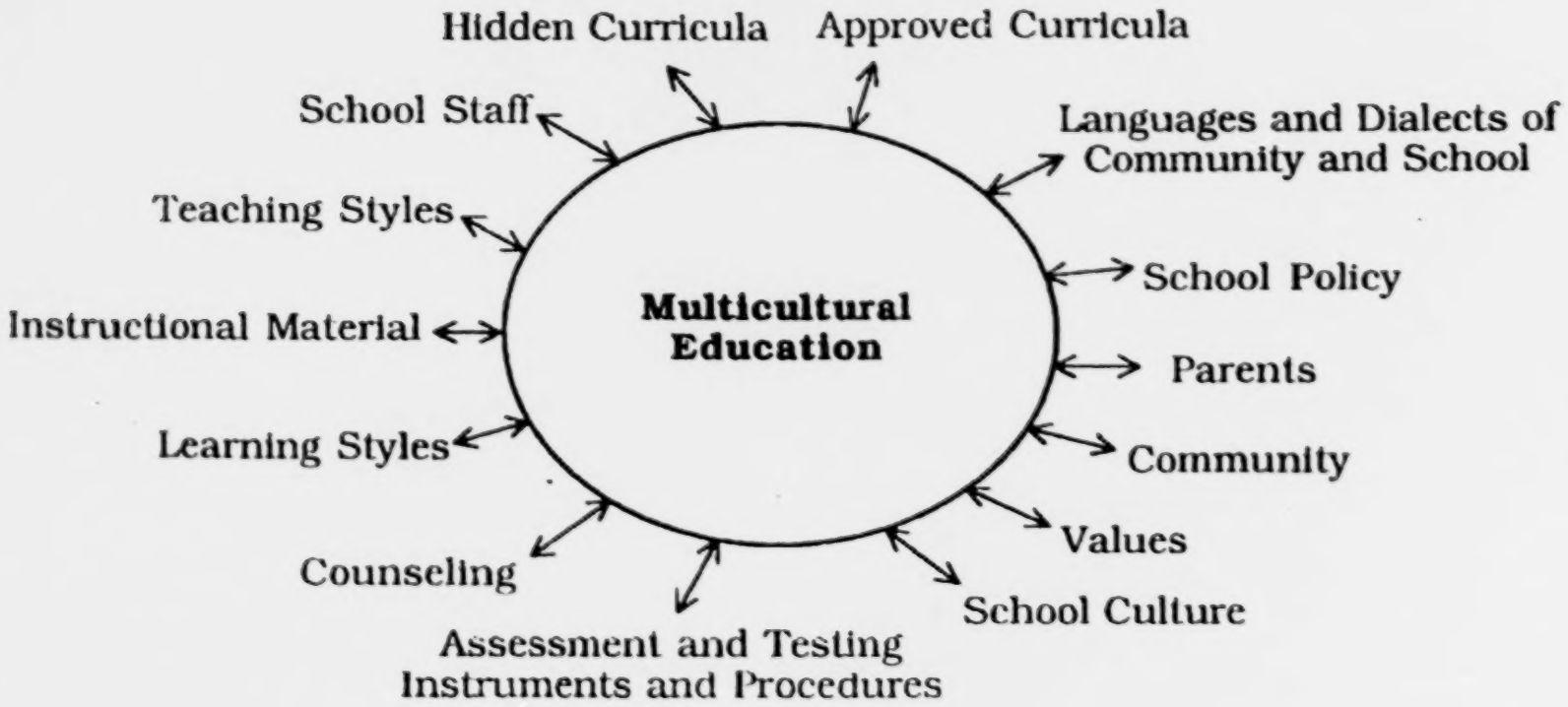

Component 1
• Integration
All students must see themselves reflected throughout all curricula, instructional materials, and the school environment.
Component 2
• Access & Support
All students must have access, support, and resources to achieve success in school and to become productive citizens.

PROMOTING QUALITY AND EQUITY

Guidelines for Education that is Multicultural (GEM) Outcomes

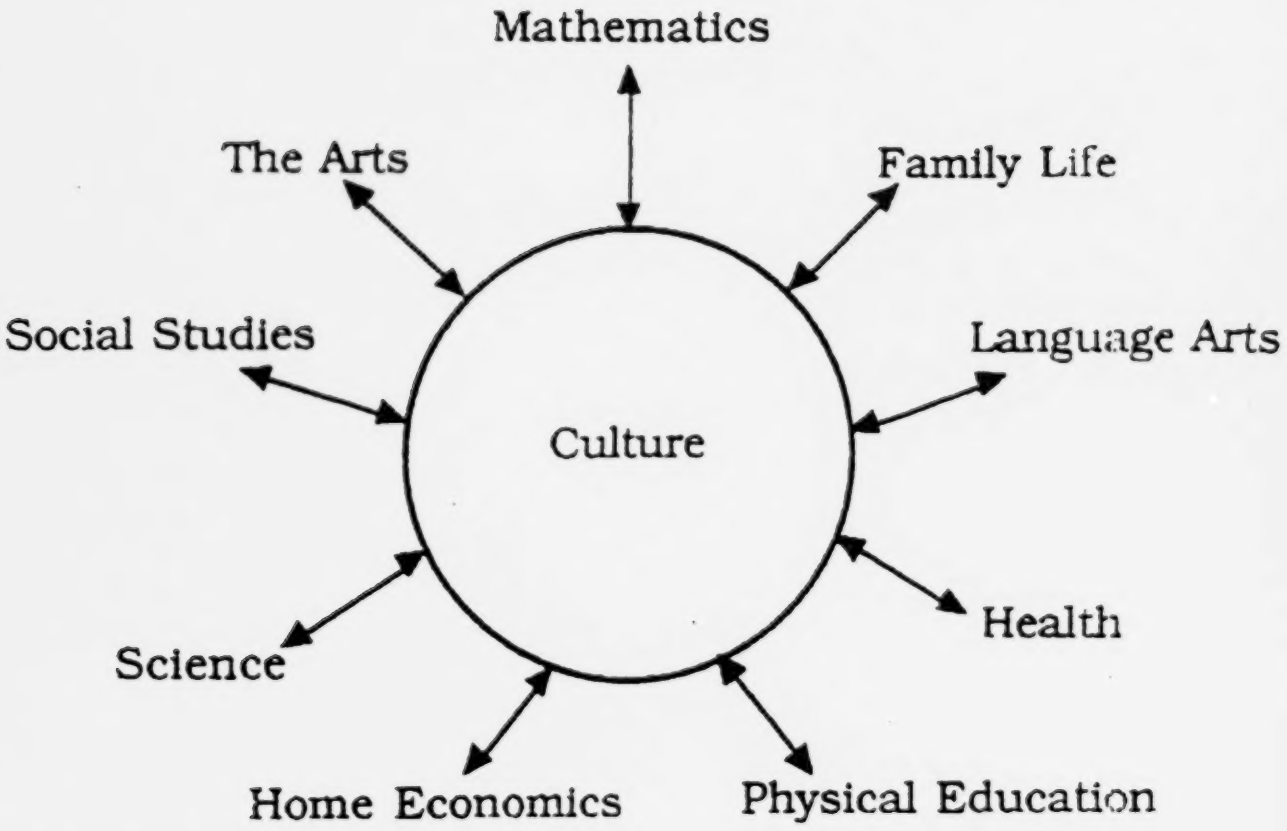


All Aspects of the Educational Environment Influence the Education that is Multicultural



GEM

Culture as Interdisciplinary Study



Part: 3

Instructional and Methodological Approach

August 1995

TABLE OF CONTENTS

Summary Of Curriculum Proposal . . . . . page 3

Methodological Approaches To Multicultural Curriculum . . . . . page 4

Instructional Approaches To Multicultural Curriculum . . . . . page 6

Multicultural Education And Technology . . . . . page 8

Student Grouping . . . . . page 10

Materials . . . . . page 15

Student Assessment . . . . . page 18

Resources . . . . . page 23

Appendix A . . . . . page 25

Appendix B . . . . . page 27

SUMMARY OF CURRICULUM PROPOSAL

It is the purpose of the school districts professional staff to develop and design a new "Coherent Multicultural Curriculum", that will effectively shape a learning environment that is increasing in cultural diversity. Through this curriculum, the voices and experiences of those people and groups who have been omitted from our traditional curriculum such as women, African Americans, Asians, Hispanics, Native Americans, the poor and the disabled will be heard and respected.

The goals of this "Coherent Multicultural Curriculum", is to productively change the school's educational process so that all the students, from all ethnic groups will effectively learn and experience educational equality. Our traditional curriculum, centered around the Eurocentric world view, is limited and narrow and fails to provide a global perspective. It prevents many youth from the benefit of a broad based learning experience and perpetuates processes of negative socialization for many groups of people. This Multicultural Curriculum is designed to help bond all of the students for the common purpose of peace and harmony, along with undercutting the negative feelings and fight the behaviors of bias and prejudice. It will also help the students to become friends, cooperate their efforts and work together for a better integrated community. With this curriculum, the omitted groups of the past will develop a positive self-identity, along with all of the students developing positive self-esteem.

This Coherent Multiculutral Curriculum will evolve into positive human relations in which students of different backgrounds learn to communicate more effectively. The outcome will create a safe school environment conducive to learning for all.

METHODOLOGICAL APPROACHES TO MULTICULTURAL CURRICULUM

Five effective approaches to multicultural education were identified for todays students, (Grant and Sleeter, 1985).

1. Teaching The Exceptional And Culturally Different.
2. Human Relations.
3. Single Group Studies.
4. Multicultural Education.
5. Education That Is Multicultural And Social Reconstructionist.

"Teaching The Exceptional And Cultural Different" approach helps fit students into the existing social structure and culture by building bridges between the student's background and the schools. The dominate traditional academic curriculum is taught with an emphasis on helping students adapt to the norms of the Eurocentric culture. The problem of culture discontinuity remains with the student, (Grant and Sleeter, 1985).

"The Human Relations" approach, fosters positive relationships and assimilation among diverse groups and individuals. It promotes school and social harmony and serves to strengthen each student's self concept, (Grant And Sleeter, 1985). It includes lessons about stereotyping and individual

differences and similarities. Instruction includes the use of cooperative learning.

The "Single - Group Studies" approach provides immediate recognition of a minority group and promotes social structure equality. This approach assumes that because of past biases, the history, culture and contributions of oppressed groups should be taught as separate courses.

With the "Multicultural Education" approach, the curriculum is organized around the history, culture, contributions and perspectives of different cultural groups. This approach enhances social equality and cultural pluralism, (Grant, 1985). It focuses on the different learning styles of the students. It actively involves students in personal and social problem solving. It emphasizes bilingual education and encourages schools to hire a diverse staff.

The "Education That Is Multiculutral And Social Reconstructionist" approach, instructs students of the different cultural groups along with educating them to analyze social inequality and oppression by allowing them to develop skills which will make them effective social change agents. This approach according to Grant and Sleeter (1985), "promotes social structural equality and cultural pluralism and prepares students to work actively toward equality for all people."

The recommended methodological approach for our school district's Multicultural Curriculum should be a combination of

three approaches. "Human Relations", "Multicultural Education" and "Education That Is Multiculutral And Social Reconstructionist". This combination should serve to provide a curriculum that fosters harmony, positive relations, self-identity, social equality and respect for diversity, along with academic excellency. This tri-method approach will also provide skill development for students to become agents of positive social change.

INSTRUCTIONAL APPROACHES TO MULTICULTURAL EDUCATION

In trying to identify effective instructional approaches to educate students of the many different ethnic origins, it is necessary to look into the different ways students learn. A contemporary approach to student learning is called "Biocognitive". In the Biocognitive approach there are two types of learners, the "Field Sensitive" and the "Field Independent". "Field Sensitive" learners are influenced by personal relationships and praise. They want the concepts presented clearly and they want to be able to see how the concept is connected to their lives in a real way. The "Field Independent" students are more abstract thinkers and do not rely on context. They do not seek much attention and are not concerned about the social environment. Many of the Asian populations seem to lean toward the "Field Independent" learning style, preferring to work alone with research. They do not need

much interaction with the teacher.

Research has concluded (Ramirez and Castaneda, 1974), that Hispanic students tend to be more "Field Sensitive" than non-minority and Asian students. For the Hispanic student, a "Humanized Field Sensitive" curriculum should be structured where the students work cooperatively with other students and the teacher in a variety of educational activities.

Research for Native American children (Greenbaum, 1985), concluded that students would be more successful if the curriculum allowed for their learning outside of the school environment. The research indicated that Native American students tend to acquire knowledge more effectively through direct communication with a person they tend to be emotionally bonded to and when the learning is correlated to their community. Their learning also tends to be acquired more effectively through concrete instruction then abstract instruction.

Research on education practices with African-American populations (Frisby and Tucker, 1993), suggests that instruction for racial pride, like with an Afrocentric approach, if relied on exclusively is largely intangible, short term and deceptive. Instruction for self-pride, while very important, should follow not precede academic excellence and the development of a high-achievement motivation. The method that yields the greatest potential for increasing long range self-esteem of American Black students is a greater emphasis on the development of

academic competencies necessary to compete confidently in the work force with other Americans, (Frisby and Tucker, 1993). The committee's recommended tri-method approach to the school district's curriculum should effectively increase the racial pride of the African American student.

Bilingual education for non-English speaking students and for limited-English speaking students, has been expanding in the U.S.A. because of funding and because of educational and legal reasons. Emphasis should not be placed on bilingual maintenance instruction of students over a long period of time. The emphasis should be placed on transitional bilingual instruction proceeding to teach in English as soon as it is educationally appropriate for the individual student.

This Coherent Multiculutral Curriculum should not put too much emphasis on any one approach. The best approach is to maintain a balance, enlist community support and recognize the growing diversity in our society, (Ornstein and Hunkins, 1993).

Our curriculum will understand and recognize the individual perspectives of all the different groups in our community and will be sensitive to these perspectives when teaching the children of our school system.

MULTICULTURAL EDUCATION AND TECHNOLOGY

The growth that takes place when students are allowed to

interact with technology, will encourage teachers to continue to try new ways of instructions, (Peck and Dorricott 1994). Technology is an exciting way in which innovation can enter into the school and classroom. Teachers can use it as an integral part of the learning process.

Modern technology can individualize instruction. Teachers can create simulations through which students can construct new knowledge and discover important and significant relationships. Technology can become a very powerful educational tool in the hands of creative and skilled teachers. The systematic use of the tools of technology can enable teachers to go beyond the boundaries of traditional educational instruction. It can also allow the visionary student to go beyond the educational destinations that they are accustomed to reaching with the traditional instructional approaches. Technology has the potential to exert a strong impact on both teacher and student learning. It can provide a positive effect in providing information from diverse perspectives. Technology and education can amplify what teachers are able to do with their students. They can see complex assignments like data collection and analysis projects as much more possible in their classroom, (Means and Olson, 1994). The use of technology will provide teachers and students access to content areas and inquires that might otherwise have not been accessible. It can extend and enhance what students are able to produce,

stimulating problem solving and other thinking skills.

Technology will lead to authenticity the task of a coherent Multicultural Curriculum. With the help of telecommunications, our students can be transported to many parts of the world without leaving the classroom. With "Crossroads To The World", students have the means to experience, appreciate and respect the world's cultures, and historical and geographical differences and similarities, (Morden, 1994). Our students can gain prime information of the customs, beliefs and traditions from a diverse group of people worldwide. With access to the internet, students can communicate with cultures in numerous world locations.

Technology will mirror the real life of diverse groups of people and help bring our students closer to one another and the world around them. The use of technology will be a great way of increasing the students chances for understanding and accepting the growing diversity of our community and society thus providing the way to a better future.

GROUPING OF STUDENTS

Ability grouping has its support because of the need to confront classroom academic diversity. Supporters of ability grouping believe that a concentrated range of ability will increase efficiency, allow for individual attention and improve the quality of instructions, (Sergo, 1995). This assumption

may hold true for higher academic ability groups but may not hold true for students in lower ability groups. Weinstein (1976) and Hieberts (1983), concluded that ability grouping has a negative impact on the self-concept of students who are placed in the lower ability groups and does not productively enhance their achievement. Despite what research indicates, there is no major movement to eliminate ability grouping in public schools.

Ability grouping is seen to be a positive force for high ability students who are placed in homogeneous classes. High ability grouped students are more motivated, hold higher expectations for themselves, find greater meaning in their work and put forth greater effort, (Gamoran, 1992). Many teachers find homogeneous groups easier to teach. There is more time on task and the teachers can give more attention to individual needs when the total class ability level is not so great, (Lake, 1988). The increased individualization that instructors provide for these students may be the most positive aspect for their achievement.

Homogeneous ability grouping can and does work well for top students where as heterogeneous grouping is perceived by many teachers to prevent individualization, (Anderson and Barr, 1989).

If ability grouping for higher level students can be academically superior, then the aspects that make it superior

should be applied to all ability levels, (Segro, 1995).

Our Curriculum Committee believes our school system should construct a framework for homogeneous ability grouping that will make it a positive practice for all of our students. The committee recommends that "Segro Design" (1995), as the framework for our new Multicultural Curriculum. (See Appendix A). In order to make ability grouping a positive learning experience for all of our children, the following six elements need to be in place with this design:

1. FLEXIBLE STUDENT GROUPING

Reassessment should take place often so that students can be regrouped as their abilities, interests and needs change. Opportunities for tutoring and support must be available for students who require these services to keep them from falling behind in their studies.

2. FLEXIBLE TEACHING ASSIGNMENTS

Flexible teaching assignments must be developed so that all of the students have the opportunity to learn from different teachers. The rotation of teaching assignments will enhance the transfer of positive high ability group teacher behaviors.

3. ELIMINATION OF NEGATIVE STEREOTYPE

Efforts must be made to create diverse student groups. Negative stereotyping will be eliminated only when students at all ability groups experience school success.

4. HIGH STANDARDS FOR ALL STUDENTS

The educational focus must be on delivering curriculum that develops thinking and problem-solving skills. There must be high student achievement for all ability levels. Curriculum development and instructional techniques must be applied with the understanding that all students can and will learn.

5. INDIVIDUALIZED INSTRUCTION

Teachers can better meet the needs of the students when there is a narrow range of abilities in the classroom. Maintaining important individualization at all ability levels is an important component of this framework.

6. PROFESSIONAL DEVELOPMENT

Our Professional Development Plan will equip our teachers with knowledge and insight of ability grouping, a thinking skills and problem-solving Multicultural Curriculum and varied instructional models like cooperative learning and learning with the use of technology. This plan will make student grouping a positive and exciting learning experience for all students at all levels.

Our school district will welcome the diversity of all students, provide high expectation instruction for all students at all grade levels and provide all of the students with access to all grouping level opportunities. We will have a

heterogeneous classroom structure for students with disabilities on a "less than half-day" or "more than half-day" basis, depending on their development. The severity of the student's disability will be assessed and their ability to compete academically in the regular education class will be considered.

Visionary educators understand the importance of creating an inclusive environment where regular and special education students are integrated into a unified educational system capable of meeting the needs of all the students, (Stainback and Stainback, 1989). Inclusion will benefit both special and regular education students. Students with disabilities will develop regular peer friendships, a positive self-concept, a positive attitude toward school and will be motivated to achieve academically, (Gameros, 1995). Regular education students will accept and develop friendships with the students with disabilities and more harmonious student interactions and relationships will take place.

Current research (Brown and Martin, 1989; Villa, 1989), indicates that students may gain greater educational benefits from multi-age classroom grouping than from single-grade grouping. Multi-age grouping or cross-age grouping is a practice of placing students of different ages or identified grade levels together to meet instructional goals. A summary of comparative research (Miller, 1995), revealed that multi-age grouping yields no major benefits over grouping by single age or grade.

However, a concept closely related to multi-age grouping has been found to produce educational benefits. Miller (1995) concluded "cross-age and peer tutoring instruction has been found to produce a positive, cost effective impact on learning".

Our new Multicultural Curriculum will structure an afterschool plan for multi-age peer tutoring to help our children gain in academic achievement. Older, secondary school students will successfully raise the achievement scores for lower-achieving elementary, middle school and high school students through tutoring programs. The tutoring program itself will have a positive educational and social impact on the tutors themself through the gains of the teaching learning process and through positive social interaction.

EDUCATIONAL MATERIALS

Our community will gain strength by restructing our curriculum in ways that incorporate all of our citizens. Our Multicultural Education Curriculum will create equal educational opportunities for all students by ensuring that the total school environment reflects the diversity of groups in the school buildings, in the classrooms, during assemblies and in the clubs and sports programs. Diversity will also be reflected in the textbooks, films, reference materials, with lunch meals and with the staff and administration.

When content, concepts and events are provided and studied

from many points of view, all of our students will be ready to play their roles in thinking, deciding and taking personal, social and civic action necessary to transform our community from what it is to what it could and should be, (Banks, 1994).

Books, films and reference materials of many cultures will help our students to broaden their knowledge of the world and learn more about themselves in the process, (Van Ausdall, 1994).

In order to meet the objectives of our Multicultural Curriculum, there is a need to make the school environment and the instructional materials relevant to the world of the students and mirror the diversity of all the ethnic groups and nationalities in our community and society. If the teachers and the instructional materials demonstrate sensitivity to address the perspectives of all the students, it will increase their self-esteem and expand their minds.

The school libraries will contain historical, geographic and cultural information and materials that span all seven continents. Writers from all ethnic groups from all over the world, will be included in the library's resource collection.

In most traditional math and science classrooms many students, particularly students of color, females and the poor, find learning uninteresting because they see no relationship between the course content and their lives. Our curriculum will focus on learning about the students, their families,

and the changing community so that we can connect math and science to real life. Our school system will need to acquire instructional materials along with community resources such as parents, public and private organizations, Universities and Colleges, the public library and the business sector to provide role model reflection of the experiences available to minority student populations.

Our school district will need to acquire a wide range of ethnic foods to provide lunch time meals that are culturally diverse in their make up.

To assist students and teachers with gathering resources, our district will acquire computers for each of the subject departments at the High School and Middle School and at least one computer for the libraries of each school in the system. Computer software, like "Crossroads To The World", will be purchased to assist students with their understanding of the different world cultures.

Our school district will invite women, Native Americans, Asians, African Americans, Hispanics, and disabled graduates to return to the school system to encourage their peers and to communicate the importance of education and the value and strength of community diversity.

We will need to obtain materials like the film/play "Harmony", to organize multicultural assemblies, along with acquiring information to celebrate holidays of the different ethnic groups of our community.

Our school district will need to acquire educational and instructional materials and higher level educators to inservice our staff on diversity and on approaches to implementing Multicultural Education in the classroom.

Special audio visual materials will be needed for the High School's Mass Communication Program, like cameras, televisions and radios to help in the Multicultural Education process and to disseminate the positive changes in our school to the community and to gain continued support for the school district's new "Coherent Multicultural Curriculum".

STUDENT ASSESSMENT

There are three basic rationale for student evaluation with grades (Kohn, 1994). One reason is to label or sort the students based on their academic performance. A second rationale is to motivate students to work harder so that they will receive better evaluations. The third rationale is to provide feedback so that the student can learn more effectively with each proceeding lesson. However, Butler and Nissan (1986, p.215) concluded "grades may encourage an emphasis on quantitative aspects of learning, depress creativity, foster fear of failure, and undermine interest." This conclusion is ironic if the primary reason for student evaluation is to encourage the students to perform better.

Research (Schaps, 1993), has emphasized a distinction

between the "Demand" model, or what students ought to be able to do in contract to the "Support" model or what teachers can do to support their student's development and help them learn.

In the "Demand" model, students are workers who are encouraged to work more productively. The blame of failure is placed on the student who chose not to achieve. The grading or evaluation process indicates if the student did what he or she was supposed to do.

In the "Support" model, the teachers help guide and stimulate the students to explore what is unknown in the world around them. In this "Learner-Centered Learning" approach, the emphasis is to assist the students to construct meaning and to make sense of what is unfamiliar. The student's evaluation process is mainly a way of determining how effective the teacher has been in providing the students with engaging tasks and in assisting and supporting the learner.

It will be necessary for our school district to abandon our traditional assessment practices and traditional grading system in order to achieve our multicultural educational objectives. The students will need to be evaluated on what they have accomplished in a manner more consistent with our new educational objectives.

Our school district will use the "Support" model of education which assists and supports student development and learning. We will also use a "Performance-Based Approach",

(Kenney and Perry, 1994). The current reporting system of our district will not effectively reflect our more comprehensive approach to instruction, which now emphasizes cultural diversity and life long learning. The recommended "Performance-Based Approach" to assess all of the students work and for their report cards will not only indicate learner outcome and thinking skills, but will report the students progress.

In place of letter grades, teachers will use the following rubrics to score all student work, (Kenney and Perry, 1994):

N = No Attempt
1 = Getting Started (traditionally C-D)
2 = Making Progress (traditionally B)
3 = Meets Standards (traditionally A)
4 = Exceeds Standards

All scores are based on student performances compared with established proficiencies. For some areas, set standards are used each time, and for other areas, teachers develop a set of tasks as in an authentic assessment. For record keeping, teachers will keep loose-leaf grade books with a separate page for each proficiency. Teachers arrive at proficiency scores by totaling the ratings from their grade books including daily classwork, authentic assessment, homework and tests. To determine the overall content scores for the report card, teachers average the proficiency scores. Technology can be used to help teachers complete the more extensive and time consuming report card. The report card can be set up on a

spread sheet and the averages can be automatically calculated thus arriving at total scores for each content outcome. Standards for three Content Outcomes and two Learner Outcomes are displayed in Appendix-B.

Students who receive all 3's and 4's on their Learner Outcomes, will be honored with being placed on the "Performance and Standard" Honor Roll. In addition, students have the opportunity to progress beyond what has traditionally been considered "A" work by attempting for the "4" rating, which means exceeding the established standards.

An explanation letter will be sent to the parents of all district students that will clarify the difference between the old and new student assessment process and report card. Most parents will find the new assessment process useful or better than the previous one because it provides more details about the efforts their child is putting into his or her work than a single score or letter grade. Eventually, all of the parents will see the benefits of the new process because they will receive more detailed information about how their child is progressing and will appreciate getting vital feedback on learning outcomes and thinking skills.

Today many teachers are encouraged to use alternative assessments to guide instruction and monitor student thinking, (Seeley, 1994). Assessment also needs to adequately reflect student performance and progress, encourage students to

persevere and effectively communicate all the information.

This Performance-Based Assessment system and reporting practice, matches the school district's instructional program. It also provides quality information about student learning and indicates where the child's strengths lie.

Our students, along with their parents, will know the district's educational expectations in advance and can direct their studies to meet the requirements to earn high scores. The assessment plan will also give encouraging information about how much the students have accomplished so far and will help challenge them in their public school years.

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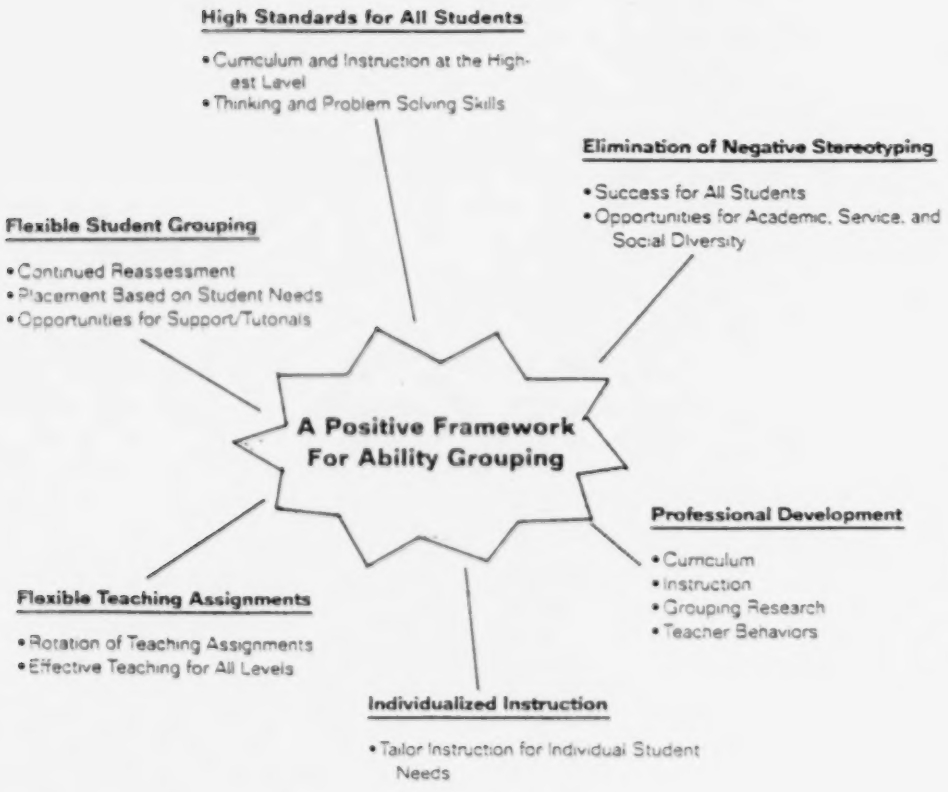
APPENDIX - A

SEGRO DESIGN : A POSITIVE FRAMEWORK FOR ABILITY GROUPING

THE SEGRO ABILITY GROUPING DESIGN


High Standards for All Students
• Curriculum and Instruction at the Highest Level
• Thinking and Problem Solving Skills
Elimination of Negative Stereotyping
• Success for All Students
• Opportunities for Academic, Service, and Social Diversity
Flexible Student Grouping
• Continued Reassessment
• Placement Based on Student Needs
• Opportunities for Support/Tutorials
A Positive Framework For Ability Grouping
Professional Development
• Curriculum
• Instruction
• Grouping Research
• Teacher Behaviors
Flexible Teaching Assignments
• Rotation of Teaching Assignments
• Effective Teaching for All Levels
Individualized Instruction
• Tailor Instruction for Individual Student Needs

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APPENDIX - B

CONTENT OUTCOMES AND LEARNER OUTCOMES

SAMPLE STANDARDS FOR CONTENT OUTCOMES AND LEARNER OUTCOMES.

Figure 1

Sample Standards for Three of Twelve Content Outcomes

Aurora Public School - Clyde Miller Elementary - Student Progress Report

Student Name	Student Number	Year	Quarter	Track	Teacher	Grade
		94/95				

CONTENT OUTCOMES	Quarter	I	II	III	IV
Science Literacy					
Knows How Systems Work					
Creates Models					
Interprets Patterns					
Uses the Scientific Method					
Arts and Humanities—Literature					
Evaluates Literature					
Uses Information from Literature					
Mathematics Proficiency					
Solves Problems ●					
Uses Mathematical Language					
Uses Number Sense					
Recognizes and Creates Patterns					
Develops Concepts of Geometry					
Uses Probability and Statistics					

● = a proficiency that is scored every quarter

Figure 2

Sample Standards for Two of Five Learner Outcomes

Student Name _____

LEARNER OUTCOMES	Quarter	I	II	III	IV
Collaborative Worker					
Takes Charge of His/Her Behavior in Group					
Works with Group to Reach Goal					
Communicates Well with Others					
Shows Respect for Others					
Quality Producer					
Makes a Product that Meets a Purpose					
Makes a Product for an Audience					
Makes a Product That is Well Done					
Uses Resources/Technology					

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Part: 4

Funding Proposal For Curriculum Implementation

September 1995

TABLE OF CONTENTS

Overview Of Multicultural Curriculum Project . . . . . page 3

Implementation Process Of The Coherent Multicultural Education Curriculum . . . . . page 6

Curriculum Implementation Model . . . . . page 10

Teacher Training . . . . . page 13

Teacher Skills . . . . . page 16

Roles: Agents Of Change And Support . . . . . page 20

Multicultural Curriculum Funding . . . . . page 27

Our District's Multicultural Curriculum Funding . . page 29

Preface: Implementation Format . . . . . page 35

Introduction To The Implementation Format . . . . . page 36

Philosophy For Our Curriculum: Johann Heinrich Pestalozzi . . . . . page 37

Student Outcomes . . . . . page 39

Implementation Format For The District And Central Administration . . . . . page 41

Implementation Format For The High School And Middle School . . . . . page 52

Guideline Format For A Self-Developed Elementary Level Multicultural Curriculum . . . . . page 71

Resources . . . . . page 75

Appendix A . . . . . page 77

Appendix B . . . . . page 85

Appendix C . . . . . page 87

OVERVIEW OF THE MULTICULTURAL CURRICULUM PROPOSAL

It is the purpose of this school district's Curriculum Committee to develop and design a new "Coherent Multicultural Curriculum", that will effectively shape a learning environment that is increasing in cultural diversity. The goal of this new curriculum is to productively change the school's educational process so that all the students from all ethnic groups will effectively learn, experience educational equality and develop emotionally and socially.

This Multicultural Curriculum is designed to help bond all of the students for the common purpose of peace and harmony, along with undercutting the negative feelings and fight the behaviors of bias and prejudice. It will also help all of the students to become friends, cooperate their efforts and work together for a better integrated community. All students will develop positive self-esteem while students of the groups that have been omitted in the past will develop a positive self-identity.

This Coherent Multicultural Curriculum will evolve into positive human relations in which students of different backgrounds learn to communicate more effectively.

Our committee has recommended a tri-methodological approach for our school district's new curriculum. A combination of the "Human Relations Approach", "Multicultural Education

Approach", and "Education That Is Multicultural And Social Reconstructionist Approach", will serve to provide a curriculum that will emphasis the community's growing diversity, foster academic excellency along with equality, positive relations and self-identity. This tri-method approach will also provide problem solving and thinking skill development for students to become agents of positive social change.

In trying to identify effective instructional approaches to educate students of the many different ethnic origins of our community, it is necessary to look into the different ways students learn. The "Biocognitive" approach explains two types of learners, the "Field Sensitive", who seeks teacher attention and the "Field Independent", who does not need much interaction with the teacher. Our curriculum will understand, recognize and be sensitive to the individual learning styles and perspectives of all the different individuals and groups in our school system.

Transitional bilingual education will be structured for non-English and limited-English speaking students. Instruction in English will take place as soon as it is educationally appropriate for the individual student.

The use of modern technology will individualize instruction and allow our teachers to create simulations through which students will construct new knowledge and discover important and significant relationships. Technology will provide a

positive effect in supplying information from diverse perspectives. It will amplify what our teachers are able to do with their students and extend what students are able to produce. Technology will mirror the real life of diverse groups of people and help bring our students closer to one another, along with enhancing their academic skill. The use of computers and telecommunications will be a great way of stimulating the students thinking and problem-solving skills along with increasing their chances for understanding and accepting the growing diversity of our school, community and society.

Our school district will welcome the diversity of all students, provide high expectations for all homogenous ability groups and provide group level access opportunities for all students. We will have heterogeneous classroom structure for students with disabilities on a "less-than-half-day" or "more-than-half-day" basis, depending on the student's disability and development. An inclusion environment will benefit both special and regular education students socially, emotionally and intellectually.

Multi-aged grouping for peer tutoring instruction will take place after school to help our children gain academic achievement and self-confidence.

In order to meet the objectives of our Multicultural Curriculum, the school environment and the instructional materials will be relevant to the world of the students and

mirror the diversity of all the ethnic groups and nationalities in our community and society. Books, films, reference materials, assemblies, clubs and sports programs will reflect many cultures and help the students to broaden their knowledge of themselves and the world around them.

Our school district will be using the "Support Model Of Education" (Schaps, 1993), which assists and supports student development and learning. We will be using a "Performance Based Approach" (Kenney and Perry, 1994), for student assessment that will indicate learning outcome, thinking skills and content outcome. It will also report the students progress.

IMPLEMENTATION PROCESS OF THE "COHERENT MULTICULTURAL EDUCATIONAL CURRICULUM"

Implementation is the next logical step in the development of our Multicultural Curriculum Program. Implementation is an interaction process between the committee who has created the new curriculum and those who are to deliver it, (Ornstein and Hunkins, 1993). It involves the changing of attitudes, knowledge and actions in an attempt to bring about the new curriculum structure. All affected educators will have to shift or change their behaviors to meet the components of the district's new Multicultural Curriculum. Since many people tend to resist change, this shift can be met with great resistance from the teachers. The teachers will be given clear

information about the purpose, nature and benefits of the curriculum restructuring. They will be educated about the program components and the worth of our new district curriculum. Since it takes time to win people to new methods, we expect teacher behavioral change to take place in stages over the next school year. We will assure all the teachers that there will be recognition or a reward system in making the effort to change.

Any staff member that wishes to continue their training at a University or College, or who wishes to continue their formal education in the field of Multicultural or Urban Education, will receive full tuition reimbursement instead of partial. This form of incentive has been approved by the Board Of Education and the Teacher's Union. Any qualified staff member who wishes to instruct an after school course on Multicultural Education for our teaching staff, will receive compensation for their work. Staff members who enhance our school system with special recognition of Multiculturalism will receive personal evaluation recognition, district recognition of an award and public recognition with the local newspapers, T.V. and radio stations. Our school district will make every effort to provide an outstanding recognition and reward system to any staff member who accepts our new program and contributes to the quality of student education. The most important reward our teachers will receive for their acceptance

and contributions will be the personal fulfillment they will acquire when they see the achievement and success of their students. They will know that they have touched the lives of their students and improved their quality of life. These intrinsic rewards will also be great motivational enhancers for our district teachers.

Successful implementation of our Multicultural Curriculum will depend on careful planning of our intended actions.

Miles and Lovis (1990) noted that for curriculum planning to occur there must be outcome vision building. Their research concluded, "those schools that are successful in implementing change and improving their programs had staff who passionately held similar images of what the school should become".

Implementation requires planning, and planning focuses on the three factors of people, programs and process. Our school district will apply energy on all three of these factors because they are inseparable when facilitating implementation. If the teachers change, the program and process will also change. With focus on the program, the teachers will adapt if they are provided with different ways to meet the programs objectives. When attention is on reorganizing and restructuring the process within which the teachers work, then they will adjust in the direction necessary for successful curriculum implementation, (Ornstein and Hunkins, 1993).

Our curriculum implementation will not occur all at once

with all the districts teachers. The process will allow time for certain groups of teachers to try out the new content and learning experiences of our Multicultural Curriculum and reflect on the new goals and objectives. To assure that our new program does not come as a surprise or bring unwanted stress, we will keep the communication channels open. Frequent teacher, parent, student, administrator and community member discussions by fax, phone, letter, E-mail or face-to-face, will take place. Information will also be communicated by way of books, articles, bulletins, speeches, video and audio. To assure that our communication network is comprehensive and effective, our Curriculum Committee members will focus on both the "Formal" and "Informal" channels of communication. Communication will travel through the formal channels both vertically and laterally. It will be especially important that communication travels from the bottom to the top, so that teachers feel that the administrators will provide necessary support, time and guidance. The teachers possess the hands-on experiences with curriculum and if modification is needed they will be the first to know and may even have ways of addressing the situation, (Ornstein and Hunkins, 1993).

It will also be important for communication to travel effectively thorough informal channels which result primarily through teacher discussions and actions. This process will take place by encouraging the staff to openly discuss the many

different aspects of our new Multicultural Curriculum and to also discuss the wave of cultural diversity entering into our community and school system. Literature is available,(See Appendix A).

Efforts to get our district's Multicultural Curriculum going will fail unless we receive adequate financial support. Federal, state and regional grant money along with regularly allocated school budget money will be required for materials and equipment to institutionalize our new program. Money will also be necessary for human support for implementation efforts. The superintendent of schools will have the main responsibility for acquiring the needed funds for our new curriculum to be delivered effectively.

CURRICULUM IMPLEMENTATION MODEL

Our Curriculum Committee has selected the "Overcoming Resistance To Change Model" (ORC), for implementation of our new Multicultural Curriculum. Research on this model by Gross (1979), indicates that the success or failure of curriculum implementation is in the ability of the leaders to overcome staff resistance to change that is present just prior to, or at the time of the introduction of the idea.

To implement our district's new curriculum program we will gain teacher advocates who are willing to engage in this new direction. We will accomplish this support by addressing the staff's possible fears, anxieties and doubts of the new direction

that could inhibit the acceptance of a shift. We will also emphasis to the entire staff that their influence and vision are included in this new proposal.

Resistance to curriculum change can be avoided if the people that are involved in the creation of the program are involved in the development of the program, (Ornstein and Hunkins, 1993). To avoid resistance and change conflict, our district will use a "Power Equalization" strategy between the administration and teachers. In recent years, "Power Equalization" has become an important concept in several theories of organizational change. Our district's administrators and the leaders of the new curriculum will share their power with the teachers by including them in the decision making process. With this strategy, the teachers will view the change as self-imposed and express ownership and commitment to the new curriculum.

When using the "Overcoming Resistance To Change" model for curriculum change, the leaders will identify and deal with the concerns of the teachers. Research on implementation by Hail and Loucks (1981), concluded that concerns can be grouped into four developmental stages:

1. **UNRELATED CONCERNS**

At this first stage, teachers will not resist change because they do not perceive the change as personally affecting them. They would be aware of the change effort but would not consider

that their personal or professional life will be altered.

2. PERSONAL CONCERNS

At the second stage the teachers' react in relation to their personal situation because they are concerned with how the new curriculum compares to what they are currently doing.

3. TASK-RELATED CONCERNS

At this stage, the teachers' concerns are related to the actual use of the curriculum in the classroom. Specifically, they are concerned with strategies, materials and time frames for teaching the new programs.

4. IMPACT-RELATED CONCERNS

At the final stage the teacher is concerned with how the new curriculum will influence the students, the teachers and the community. The concerns focus on the curriculum's affect of others and if and how the program will produce a better finished product.

It is important to deal with these stages of concern when working with the "Overcoming Resistance To Change Model", or the teachers will not accept or deal with the curriculum change. Our Curriculum Committee will address these concerns by keeping our entire staff informed of the changes and by involving the teachers and the Teacher's Union in the change process. The teachers and the Teacher's Union will be allowed to share their concerns and develop strategies at organized meetings during the school day. Often, when concerns are shared, teachers with

new program insecurities find comfort in dealing with their fears of curriculum change and realizing that they are capable of making the necessary adjustments required for the new program.

TEACHER TRAINING

To shift our current traditional district curriculum to a Multicultural design, two important interrelated factors need to be emphasized. First, the individual teacher is the system's unit of change and a very powerful factor in the educational process, (Bennis, 1989). Secondly, the many non-visionary and inexperienced teachers in the district will have to improve and expand their instructional abilities, (Shulman, 1988). It is important to the success of our new curriculum that all our teachers embrace an instructional methodology that together with our new visionary system, would ensure the success of all our students. The Curriculum Committee believes that in order to ensure high quality education throughout the district we must improve the educational delivery system of all our teachers district wide, so that they will provide better results in the classroom. To effectively change the mind-sets of all our school personnel, it will take careful planning, perserverance, flexibility and meticulous implementation efforts. As our plan moves from theory to implementation, the entire staff will not initially buy into the change, but with an action plan that will demonstrate success, many teachers and administrators will

acquire ownership of the Multiculutral program and provide leadership for their colleagues, (Johnson, 1994).

Our implementation plan will consist of a systemwide professional development program for teachers, administrators and support staff to receive comprehensive training in Multicultural Education. In order to ensure a uniformed and rich training experience, it will be required that all staff complete the full training cycle. The training will entail two phases and consist of seven consecutive days during the school day, (Lehman, 1994). Qualified and grade appropriate substitute teachers will be hired while teachers are in training so the normal school day will not be extensively altered. The district's permanent substitute teachers will also be involved in the Multiculutral teacher's training program.

During the first phase, three days of efficiency training in "How Children Learn", will strengthen individual participant's belief that all children can learn. The staff will also develop an understanding of how their beliefs and attitudes affect students achievement so that they can accept the need for an instructional methodology that will maximize each student's potential, (Johnson, 1994).

The second phase, conducted during the remaining four days, will consist of addressing the need for a common district wide design for Multicultural instruction and the application of effective tools for teaching.

From each school, we will select a successful and experienced teacher to receive intensive and continuous Multicultural training and to become his or her school's designated staff-developer. This staff developer will support the work of the newly trained teachers and provide on-site coordination of the new curriculum. This built-in system of support will serve to assist the teachers instructional delivery along with serving as an assessment system, (Gargan 1994).

In order to prevent the teachers from feeling alone, distant and isolated, we will train them in small groups with two teachers from the same school and grade. With this training method the two teachers will have a vital partner both in training and upon returning to the classroom.

Our Curriculum Committee will provide the necessary support and self-confidence needed by the staff to implement our recommended shifts and changes of our new Multiculutral Curriculum. Our professional In-Service Program for the staff will be designed so that it would be integrated into the instructional process and supported by the Board of Education, Administrators, parents, individual teachers and the Teacher's Union. Our effective In-Service Program will be the results of a collective effort. The program will also evaluate whether we are in harmony with our district's Multiculutral philosophy and approach, (Joyce and Showers, 1988).

TEACHER SKILLS

Humanistic educational stems from the human potential movement in psychology. It is rooted in the work of Jersild (1952), who linked good teaching with knowledge of self and knowledge of the students. A humanist approach to curriculum has its emphasis more on affective outcomes then on cognitive outcomes. It seeks higher domains of consciousness, understanding, enhancement of the mind and self-knowledge. Such a curriculum reflects the works of Maslow (1962 and 1970) and Rodgers (1951, 1961 & 1983), who believed that positive human relations enable people to grow, therefore student interpersonal relationships are just as important as cognitive development. Humanists attempt to form more meaningful relations between students and teachers. They would foster student self-direction and independence along with promoting greater acceptance of self and others, (Ornstein and Hunkins, 1993).

The teachers role would be to assist the students to cope with their emotional needs and psychological problems, to work toward self-understanding and to help them develop to their fullest potential. Our curriculum's humanist approach will emphasis emotional and social development equally with cognitive learning and instructional development.

Our teachers' role will be to view the student as a whole person who is a positive and purposeful being, active and involved in the experience of life and not just academics.

The goal of the teacher, according to Maslow (1962) is, "to produce a healthy and happy learner who can accomplish, grow and actualize his or her human self. Self-actualization and its attendant sense of fulfillment is what teachers should stress in the classroom situation".

It is the recommendation of the Multicultural Committee that our district teachers assume a non-directive approach in the classroom and a role more as a facilitator who provides students freedom to learn with less restrictive activities and who has close relationships with their students to guide their emotional, social and intellectual development. The teachers will assist their students to explore and examine new ideas about their lives, their academic work, their relationships with others and their interaction with our community.

An important factor in our school district will be for teachers to change their expectations for lower-level students in remedial or basic skills programs. They will need to communicate that they will have high expectations for these students and make them learn to link their success and failures to their own efforts. Parents will also assume responsibility in providing a support structure and home environment that is conducive to proper socialization, personal growth and learning, (Ornstein and Hunkins, 1993).

It is essential that our district teachers develop skills for effective teaching and instruction that are correlated with

a human approach to a diverse curriculum. A curriculum where all the students will develop academically, emotionally and socially in a time when our community and society is experiencing great waves of social and technological change.

Our school district will provide a safe and orderly environment for students that is conducive to teaching and learning. We will have effective leadership and autonomy among our school faculties. We will also provide materials methods and approaches that have been successful in effective Multicultural programs in other school districts. We will provide all our teachers and students with the necessary assistance and support for success.

The following teaching and instructional skills (Levine and Ornstein, 1989), will be developed by our district teachers:

1. **CLASSROOM MANAGEMENT**

Our teachers will make sure that their students know what to expect in their class and will also hold the students accountable for all course work. Teachers will provide smooth transitions between activities.

2. **TIME ON TASK**

Students will be actively engaged in relevant course activities. Teachers will make good use of classroom time and bring about high levels of students' time on task.

3. **EFFECTIVE DISCIPLINE**

Teachers will develop effective and fair discipline

practices with their students. Teachers will develop skills to prevent them from responding emotionally to discipline problems. They will learn to proact and not react to their students' behaviors.

4. **HIGH EXPECTATIONS**

The entire teaching staff will demonstrate a climate that all students can attain masterly of basic skills.

5. **MONITORING STUDENT PROGRESS**

The results of frequent monitoring of student progress will be used to improve individual performance and to improve the instructional program.

6. **HOMEWORK**

Teachers will explain and review all homework assignments and hold their students accountable for the finished work.

7. **HOME-SCHOOL RELATIONS**

Teachers will develop a positive relationship with all parents so that they can support and play an important part in helping to achieve the basic mission of the school.

8. **TUTORING**

All teachers will provide supplementary remedial instruction, during the school day or after school hours for at least one hour per week, for their students who need extra academic assistance.

9. **TEAMWORK**

The teaching staff will develop team working stragities

to assist our students to achieve success in school and to support the goals of our new curriculum.

ROLES: AGENTS OF CHANGE AND SUPPORT

Change agents will be an important requirement in the attempt to change our district's traditional curriculum to our intendent "Coherent Multicultural Curriculum". These agents of change will be school administrators, teachers, parents, political officials, University experts and students. Everyone involved in our educational system will be an initiator to bring about the change toward diversity in our curriculum. The initial initiators for our new program will be our Curriculum Committee members, who will stay with the change effort during its entirety and will be a catalyst to get other members of our educational system involved as agents of change and to maintain the process.

STUDENTS

Mature students can contribute to meaningful educational change. Just as our teachers must accept the new diverse program for it to be effective and successful, so do the students. If the students do not see relevance in the new curriculum, they are not going to be motivated to learn. In order to have the students react with interest and enthusiasm, we will include them in the development planning of the

curriculum. We will also support and actively encourage a stronger Student Government Organization (SGO) to be involved in assessing and maintaining the new curriculum. SGO members will be invited to attend all school and public Board of Education meetings. A senior SGO representative will be assigned to be on the committee with the Board of Education. The act of being engaged in considering what and how they will experience their education can be a very important part of the student's curriculum, (Ornstein and Hunkins, 1993).

TEACHERS AND THE TEACHER'S UNION

Teacher involvement is essential in the development and implementation of effective curriculum change. Today, teachers are being involved in the entire curriculum process because much of the implementation is introduced in the classroom (Ornstein and Hunkins, 1993).

For our Multicultural Curriculum to effectively be implemented we will provide our district teachers with skill-training workshops They will also have many opportunities for personal and group encounters where ideas will be exchanged and strategy assistance provided. As our teachers become more involved in the implementation of our new curriculum and generate ideas and provide assistance to their students and peers. They will experience feelings of fulfillment, gratification and enjoyment in the on-going change process.

PRINCIPALS

The principal is central to the success of a new school program, playing a major role in curriculum implementation. It is more likely that teachers will be willing to take the risks necessary to deliver curriculum change if the principal creates a working atmosphere in which positive relationships exist among teachers, (Ornstein and Hunkins, 1993).

The principal being the buildings lead educator is instrumental in setting the tone for the school. In this regard it is important that our district principals believe that all their children can learn and that they reflect this belief in their behaviors and goals and communicate this feeling to other administrators, teachers, parents and the students. Our principals will not only be concerned with their students doing average and above average work, but will be concerned with the least successful student's achievement. They will do as much as they can in the way of support to see that these students are successful also.

Research by Lomotey (1985), has concluded, "principals who work in schools that are effective for minority students demonstrate confidence in the ability of their students to learn, a commitment to seeing that all their students receive all that they can to ensure their success and compassion for, and understanding of their students and the communities in which they live".

Our principals will broaden their base of recognized achievement by acknowledging non-traditional accomplishments of their diverse population of students. They will provide praise for students for improving significantly in their academics and acknowledge exceptional students with praise and tangible awards at assemblies.

Principals will also encourage increased parent participation in the education of students in the school and at home, since parents are a key factor in improving the academic and life changes of minority students.

Minority students need role models in the classroom, on the playing field and among the ranks of administrators. Our principals will make a concerned effort to recommend qualified minority educators for educational positions.

ASSISTANCE SUPERINTENDENT

Since the Assistant Superintendent's role is to oversee all of the activities of the district's curriculum K-12, he will be assisting the administrators and teachers on the art of instructing a school system with diverse groups of students.

The Assistant Superintendent incharge of curriculum will keep abreast of the latest theory and research on Multicultural education and effectively communicate this information to the entire school staff. He will assist the teachers and administrators in the implementation process by inspiring and providing support for the staff.

The Assistant Superintendent will assist the school staff by providing support in the following five ways, (Pajak, 1992).

1. Clarify the district's Multicultural goals and values.
2. Conduct curriculum surveys.
3. Organize Multicultural instructional approaches.
4. Organize staff development activities for diverse teaching.
5. Assist supervisors in the supervison and evaluation of Multicultural Education.

SUPERINTENDENT

The Superintendent's responsibilities will be to focus on generating positive public relations, conduct a yearly internal and external audit and focus on student outcomes and learner outcomes. Monitoring student outcomes will indicate what the students will know, be able to do and be like at the conclusion of their educational experience. These outcomes will be compared and evaluated to local, state and federal "Goals 2000" guidelines. Learner outcomes will be monitored for graduating seniors and specific "Benchmark Outcomes" that are established at grades 10, 8, 6, 4 and 2. This designed-down phase, will help aline goals, outcomes and performance standards. Monitoring performance standards for the benchmarks will provide the district with evidence of student learning, accountablility, social acceptance and social development, (Johnson, 1994).

The Superintendent will provide the following district responsibilities (Pajak, 1992).

1. Communicate the districts Multicultural policies and guidelines.
2. Work cooperatively with community organizations and businesses to obtain funds.
3. Acquire information on available Federal, State and Regional funds.

The superintendent will also bring in an external facilitator from Montclair State University to consult with our district's new innovations. The facilitator will spend a two week period in November and again in May to analyze and assess our new Multicultural Curriculum as well as to assist in grant funding.

PARENTS AND COMMUNITY MEMBERS

Parents and community members can be effected change agents (Ornstein and Hunkins, 1993), by including parents and members of the community in the curriculum development process to incorporate the diverse views of the entire community.

Too often the language, values, beliefs, traditions and cultures of parents are viewed as problems to the school system rather than valued knowledge. If our school district makes it precise, the many ways we value the knowledge, language and culture of the parents in our community they will more readily become involved in the learning process of our school system. We can more clearly define the respect of our community's cultural diversity and promote active parental involvement by incorporating the following action plan, (Finders and Lewis, 1994).

1. Clarify How Parents Can Specifically Help.

Many parents are active in church and other community groups, but lack information about how they can become involved in their children's schooling.

2. Encourage Parents To Be Assertive.

Parents who see themselves as needed curriculum participants will feel strongly that they must provide their children with educational and cultural support.

3. Develop Trust.

When educators establish trust or a personal relationship with parents, a better turn out of community participation and support will take place. Parents also need to know that the school is open for their viewing and that the school wants them to share their knowledge. This message will counteract the fear many parents have about appearing foolish or being misunderstood about their childrens schooling.

4. Build On Home Experiences.

By creating an effective home and school link we can build the very network we are trying to create and support our goals for learning in school. Home activities will include reading, writing and research connected to the school activities. We can also include among the school textbooks, the use of the Bible for home reading. The use of the Bible can build on literacy practices and social interactions along with the use of other literature like legends, mythology and folktales that are meant to teach people about strengths and weaknesses as we strive to make our lives meaningful.

5. Use Parents and Community Expertise.

By empower parents and community members to contribute,

we will utilize their intelligence in developing lessons, (Moll, 1992). Many parents have expertise in different fields of knowledge and skill, like construction, art, ethnic cooking, language and Multicultural heritage. Bringing in positive examples of the community will emphasize the presence of role models from their culture and will benefit the home and school interaction. A sample letter to send parents is available,(See Appendix B).

MULTICULTURAL CURRICULUM FUNDING

In the 1960's, a shift in educational aims focused on the disadvantaged students, especially those in the inner city. In an effort to correct educational discrepancies, the needs of the disadvantaged students were stressed, disadvantaged student needs were discussed in such reports as the National Advisory Commission On Civil Disorders in 1967, and the HEW Urban Task Force Report in 1970.

The outcome of this educational shift was the development of compensatory programs for the disadvantaged, funded by the Federal Government as well as the availability of state, local and foundation money. The Elementary and Secondary Education Act (ESEA), passed in 1965, provided one billion dollars in Title I Funds to supplement and improve the education of poor and minority group children. Today, Chapter I funds are more than five billion dollars, plus another six billion dollars is available for vocational and postsecondary disadvantaged students, (Digest of Educational Statistics, 1990).

In the 1970's, the definition of the disadvantage was enlarged to include woman, multicultural, bilingual and handicapped students. This extended definition was characterized by increased Federal funding for Hispanic, Asian American and Native American students, from over six million dollars, in 1970, to 203 million dollars in 1990. However, considering inflation, these funds leveled off and have declined in real dollars during the past 10 years, (Digest of Educational Statistics, 1990). Federal funds earmarked for the handicapped have however, continued to increase in real dollars and in proportion to spending on nonhandicapped students. Approximately 11 percent of the public school enrollments are considered to be handicapped, compared to five percent in 1975, the year handicapped legislation went into effect, (The Conditions of Education, 1990).

For the most part, Federal funding concerns are not focused on the gifted and talented students and the average, ordinary student. A low funding priority for special programs and services for average children is minimal compared to efforts directed at the disadvantaged student and other special populations. Some attention has been devoted, however as a result of the National Testing Program, Minimum Competency Testing, Basic-skills Programs and the theme of National Excellence In Schools, (Ornstein and Hunkins, 1993).

In the 1980's, a new Federalism with the belief that the

Federal Government was too involved in too many activities and regulations caused a shift in Federal policies and programs reducing Federal funds, activities and regulations in education (Amaker, 1988). Funds and program responsibilities have now been shifted mainly to State and local agencies. At the same time the new Federalism has been shaping education by a reform trend called the National Standards Movement. This movement stemmed from the concern about declining student scores on National and International Achievement Tests and the declining quality of the teaching work force. There is also concern for the Nation's economic decline and the lack of international competitiveness. The U.S. Department of Education is promoting this new reform of high standards and intended learner outcomes. Federal policy maker Ravitch (1991), points to a National strategy for curriculum change that is supported with money, technical assistance and Federal-State networks.

OUR DISTRICT'S MULTICULTURAL CURRICULUM FUNDING

It is important that our school district receive Federal, State, regional and local resources to meet the important needs of our new Multicultural Educational Curriculum. Funds for our curriculum will support the needs of new Mass Communication and telecommunications equipment, books, computers, library resources, club activities, staff development, the use of

University educators, educational tools and to provide for curriculum research and evaluation. We will focus our efforts on securing grants from the Federal Government that are available through the United States Department of Education. These grants will be awarded to our school district to advance the purpose of the handicapped student, the "at-risk" student, equality in Women's Education, Multicultural Education, Bilingual Education, National Standards Movement and Vocational Education.

Grants will be acquired from the Federal budget of the U.S. Department of Education through the following major educational departments, (Brewer, Achilles and Fuhriman, 1993).

1. Compensatory Education For The Disadvantaged Programs.
2. School Improvement Programs.
3. Bilingual and Immigrant Education.
4. Rehabilitation Services and Disability Research.
5. Vocational and Adult Education.
6. Education Research, Statistics and Improvement.
7. Libraries.

Three grant programs administered by the National Education Associations National Foundation for the Improvement of Education (NFIE), 1201 16th Street, Washington, D.C., are available. The "Hilda Maehling Grants Program" awards money for developing projects that improve professional development, enhance classroom skills and activities, or develop professional teaching skills and activities. The "William G. Carr Grants Program", provides money for developing projects that contribute to some aspect of International cooperation, global education or peace. The "Student Success Grants Program", will provide money for

developing programs geared to students who are "At-risk" of dropping out of school.

The American Association of School Librarians (AASL), 50 E. Huron Street, Chicago, Ill., a division of The American Library Association (ALA), is offering grant awards for excellence in educational media. The "National School Library Media Program of the Year Award", recognized schools or school districts for model school library media programs that are fully integrated into the school's curriculum.

Other Federal assistance will be through available fundings, resources and networking from the National Association for Multicultural Education, The National Committee for School Desegregation and the National Conference.

Our School District will gain funding support by fulfilling recommended guidelines for Multicultural Education from professional educational associations who have influence on the funding of programs. Some of the most influential groups of professional associations today are, The National Geographic Society, The National Endowment for the Humanities, The National Council of Teachers of Mathematics and The National Science Foundation, (Ornstein and Hunkins, 1993).

Our school district will also acquire State Grants through educational departments of the New Jersey State Department of Education, (NJEA Review, 1994).

The N.J. Division of Academic Programs and Standards

consists of 16 bureaus and 270 staff persons responsible for policy, technical assistance, program monitoring, and grants in areas such as Adult Education, Basic Skills, Bilingual-Multicultural Education, Special Education, Vocational Education and Assessment and testing.

New Jersey is committing more of its vocational funding to "school-to-work" initatives and will be acquiring added Federal Grants. "Youth Apprenticeship" initiative grants are available totaling $2.5 million while, "Youth-to-transition" program grants that are available, total $3.6 million.

The N.J. Department of Law and Public Safety, will provide grants to schools that consider following State guidelines to prevent and deal with bias-related incidents.

Our school district will apply for GEM (1993) funding and resource that are provided by the office of Equal Educational Opportunity of the N.J. State Department of Education, Trenton, N.J.

The New Jersey "SEED Project", of 286 Meeker Street, South Orange, N.J., which stands for "Seeking Educational Equity and Diversity", has developed ways to make school curriculum and teaching methods more gender-fair and Multicultural. The N.J. SEED has funds available to train N.J. educators on how men and women of all races, classes and ethnic groups have contributed to creating culture and knowledge.

The NJEA Frederick L. Hipp Foundation For Excellence In

Education, 180 W. State Street, Trenton, N.J. has grants available for school curriculums that successfully address Multicultural issues in a creative and collaborative format.

To find available regional and county grants and services for our school district we will work with the Essex County Teachers Association, Montclair State University, Seton Hall University, and the Essex County Superintendent's Office.

Local and district funding will be acquired through the Board of Education, by applying for public and private grants from the community's businesses, organizations, associations, the public library, The Historical Society and the Civic and Urban Leagues.

IMPLEMENTATION FORMATE

FOR A

MULTICULTURAL EDUCATIONAL CURRICULUM

PREFACE

Our School District's Elementary level schools will be provided with a guideline structure that will provide a framework to integrate Multicultural Education throughout their curriculum. The system's Elementary schools will be responsible to collectively decide on their own course of action to achieve the District's new goals. They will formulate a Multicultural Curriculum according to their own specific needs.

This design aspect is in accordance with the recommendation of the Office of Equal Educational Opportunity (OEEO), of the N.J. State Department of Education and with the implementation process of GEM pilot programs across the State of New Jersey.

One year after the acceptance, successful implementation and evaluation of our District's new Multicultural Curriculum, each department supervisor will head a committee to further develop the curriculum in the specific subject areas. The High School and Middle School will have a similar curriculum format with the High School's learning activities and forms of evaluation at a higher educational level.

INTRODUCTION TO THE CURRICULUM IMPLEMENTATION FORMAT

Today, an increasing amount of educators support the belief that Multicultural Education should be infused throughout all courses and discipline areas. What Multicultural Education requires is curriculum transformation and paradigm shifts by teachers and students. This transformation will not only help students acquire knowledge from diverse perspectives, it will also help them develop caring attitudes and feelings along with taking action to create a more humane nation and world, (Banks, 1993).

Todays students have a need to be prepared for future interaction with people from different backgrounds. Cultural pluralistic instruction teaches students to appreciate and respect others rather than to fear cultural differences. The aim of our cultural pluralistic curriculum is to value differences and use the strength of diversity to enhance our community. Our Multicultural approach to instruction will stress the strengths of all ethnic groups and will incorporate pluralism into the teaching of all subjects.

The successful implementation of a Multicultural Curriculum in our District requires that teachers develop the skill and knowledge to ensure that all students learn and are able to succeed. To ensure that minority perspectives and ethnic diversity are reflected, all teachers will need to be familiar

with the Multicultural concept, individual differences that affect teaching and learning, teaching approaches and strategies, and curriculum reform. Our Multicultural inservice workshops will be designed to successfully bring about these changes.

PHILOSOPHY FOR OUR CURRICULUM BY JOHANN HEINRICH PESTALOZZI

Analysis of literature of educational philosopher, Pestalozzi (1746 - 1827), and on current practices in the field of Multicultural Education, indicates that equal education for all students and a humanistic approach to education would greatly benefit our school system's classrooms. Pestalozzi provided very valuable perspectives on teacher-student and school-community relationships that will serve as a guideline for our District's approach. He also believed that emotional security is needed before cognitive learning can take place. His incredible success in turning around the lives of culturally diverse children gives great credence to his humanistic philosophies and educational methods.

Pestalozzi's educational methodology can be incorporated into our district's pluralistic classrooms to help reverse the negative trend of minority underachievement and dropout rates.

The purpose of education, according to Pestalozzi, is to bring human beings in harmony within themselves by developing their inherent mental, moral, and physical powers, (Nel and

Seckinger, 1993). He emphasized how important it is for knowing intimately the child who is to be educated and the need to provide the child with a supportive learning environment.

Pestalozzi's teachings emphasized the importance of children having an "inner certainty" that directs their lives and argues that only those who have a real understanding of themselves in relation to others can be exposed to the "richness of life" without suffering anxiety, (Ulich, 1968). According to his guidelines, teachers should strive for a high degree of informal emphathy in their classes. It is important for children to understand their own and other cultures and to learn to accept the viability of both.

Studies show that wide spread school failure does not occur in minority groups that are positively oriented toward both, their own and the dominate culture (Cummins, 1989).

Pestalozzi saw fellowship, peace and justice as essential moral elements of human life. From this humanistic educational philosopher, we can learn that our community can be regenerated by education that is Multicultural and that the education of the whole child will produce an ethical and humane as well as economically viable community.

Our Curriculum Committee suggests that our school staff become familiar with the educational philosophy of Pestalozzi. A list of books is available in our High School's library, (See Appendix C).

STUDENT OUTCOMES

LEARNING OUTCOMES

1. Students will be able to identify examples and practices of racism and sexism in our school and community.

2. Students will develop a clear understanding of diverse attitudes, traditions, beliefs, values and ways of life.

3. Students will develop their perception and comprehension of the ideas, perspectives and experiences of all the racial, cultural and ethnic groups of our community.

4. The students cognitive ability will increase to recognize, critically analyze, and problem solve racial, biases and gender issues in our increasingly diverse school system and community.

BEHAVIORAL OUTCOMES

!. Students will have equal educational and athletic opportunities in our school system to enhance, encourage and support their educational achievement and success.

2. Students will eliminate racism and sexism in their personal lives and strive for equality and unity in our increasingly Multicultural community.

3. Students will resolve race and sex based conflicts in a non-violent manner.

4. Students will be able to recognize and validate the history, culture and contributions of all the people within our community and society.

5. Students will experience peace, harmony and brother/sisterhood in our increasingly diverse school system and community.

SKILL OUTCOMES

1. Students will interact, communicate and work more effectively in our pluralistic and increasingly interdependent community.

2. Students will create and be part of a school and classroom climate that enhances learning by recognizing and using its cultural diversity.

3. Students and their families will become active participants in the process of community and school development.

4. Students from all cultural groups will increase their self-esteem and self-identity.

5. Intergroup and interpersonal relationships between children in our school system and the people in our community will improve.

6. The students will create and be part of an educational environment that fosters safety and respect for all the people of our community.

7. The students will develop an understanding to the perspectives of the many diverse groups of our community and society so that they can and will act as effective agents of positive social change.

8, Students will develop conflict resolution skills to peacefully solve interpersonal and intergroup conflicts.

IMPLEMENTATION FORMATE

FOR THE

DISTRICT AND CENTRAL ADMINISTRATION

1995 - 1996 MULTICULTURAL EDUCATIONAL CURRICULUM

BUILDING OR SITE : DISTRICT - CENTRAL ADMINISTRATION

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#3)- Students will develop their perception and comprehension of the ideas, perspectives and experiences of all the racial cultural and ethnic groups in our community.

BEHAVIORAL OUTCOMES: (#4)- Students will be able to recognize and validate the history, culture and contributions of all the people with-in our community and society.

SKILL OUTCOMES: (#2)- Students will create and be part of a school and classroom climate that enhances learning by recognizing and using its cultural diversity.

(#6)- The students will create and be part of an educational environment that fosters safety and respect for all the people of our community.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To develop comprehsion to the perspectives of different ethnic groups.	-Organize a food fair of traditional ethnic dishes.	Sept 95-Nov96	Display an understanding of ideas, perspectives and experiences of ethnic groups through esseys, discussions and behaviors.
	-Incorporate multicultural education into our District's curriculum content.	Sept95-Sept96	
	-Inform students about local cultural events and encourage attendance.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To create classrooms that enhance learning for all students.	-Provide each staff member with a collection of Multicultural resources to meet the District's goals.	Sept95-June96	Classrooms that foster achievement and are structured to successfully educate all the students with a variety of learning styles
	- Develop workshops to increase communication skills and cultural sensitivity.	Sept95-June96	
	-Provide Staff Development activities to increase knowledge about ethnic group perspectives.	Sept95-June96	
To develop ability to recognize the contributions of all the people in our community.	-Construct a calender containing the birthdays of noted women, ethnic authors, scientists, politicians, mathematicians,artists,etc.	Sept95-June96	
	-Celebrate "Women's History"month by studing the contributions of women.	Feb 1-28,95	
	-Celebrate"Black History"month with displays and discussions of black contributions.	Feb.1-28,95	
To create schools that enhance learning for all students.	-Have ethnic food menues for lunch time meals.	Sept95-June96	Total School environments that are structured to successfully educate and prepare the students to interact in a diverse society.
	-Supply the library with magazines, literiture and other resources that are multicultural.	Sept95-Sept96	
	-Investigate ways in which University or resource persons can add to the curriculum	Sept95-Sept96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To use the strength of our diversity to create a better community.	-Develop Multi-ethnic assemblies of art, music, and theater to which parents can participate or be invited.	Sept95-June96	Demonstration of cooperative interactions and respect for the communitiy's diverse population.
	-Develop a school newspaper to reflect the ideas of the school's different ethnic groups.	Sept95-June96	
	-Hang art work in the school buildings created by different ethnic artists.	Sept95-June96	
	-Provide school plays about different ethnic groups in the school district and community.	Sept95-June96	
	-Celebrate seasonal celebrations of different ethnic cultures.	Sept95-June96	

BUILDING OR SITE : DISTRICT - CENTRAL ADMINISTRATION

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#1)- Students will be able to identify examples and practices of racism and sexism in our school and community.

BEHAVIORAL OUTCOMES: (#3)- Students will resolve race and sex based conflicts in a non-violent manner.
(#5)- Students will experience peace, harmony and brother/sister-hood in our increasingly diverse school system and community.

SKILL OUTCOMES: (#3)- Students and their families will become active participants in the process of community and school developments.
(#5)- Intergroup and interpersonal relationships between children in our community will improve.
(#8)- Students will develop conflict resolution skills to peacefully solve interpersonal and intergroup conflicts.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To improve group and interpersonal relations.	-Implement a student exchange program in neighboring towns or internationally.	Sept95-June96	Interpersonal and group relations are producing friendships.
	-Develop a "Peers Educating Peers" group to assist students so that they feel good about themselves and become successful.	Sept95-June96	
	-Present recognition and a reward system for students who mentor peers from different backgrounds.	Sept95-Sept96	
	-Arrange for students to telecomm-	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	-unicate with schools outside of the U.S.A.		
To promote school and community peace, harmony and brother/ sisterhood.	-Encourage and support multiracial friendships and club organizations.	Sept95-June96	School and community relationships are producing a pleasing and calm reaction. Freedom from quarrels is taking place.
	- Endorse views of tolerance, peace and harmony.	Sept95-June96	
To identify the pratice of racism and sexism.	-Design intercultural activies that provide discussion and interaction with different cultural groups.	Sept95-June96	Identification and discusion of examples of racism and sexism.
To develop conflict mediation skills to solve conflicts.	-Organize a "Conflict Resolution" committee composed of staff and students.	Sept95-June96	Conflicts are resolved in a peacefull manner.
To resolve race and sex based conflicts.	-Have students talk out their disputes with resolution mediation guidlines under school supervision.	Sept95-June96	Race and sex based conflicts are resolved in non-violent manners.
To get parents involed in their childrens educational experience.	-Arrange an annual festival of nations to display the communities different ethnic cultures.	Sept95-June96	Parents are involved in their children's educational experience.

1995 - 1996 MULTICULTURAL EDUCATIONAL CURRICULUM

BUILDING OR SITE : DISTRICT - CENTRAL ADMINISTRATION

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#4)- The students cognitive ability will increase to recognize, critically analyze and problem solve racial, biasis and gender issues in our increasingly diverse school and community.

BEHAVIORAL OUTCOMES: (#2)- Students will eliminate racism and sexism in their personal lives and strive for equality and unity in our increasingly multicultural community.

SKILL OUTCOMES: (#1)- Students will interact, communicate and work more effectively in our pluralistic and increasingly interdependent community.
(#7)- The students will develop an understanding to the perspectives of the many diverse groups in our community and society so that they can and will act as effective agents of positive social change.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To analyze and problem solve racial, biasis and gender issues.	-Develop social action groups to identify racial discrimination in school.	Sept95-Sept96	Racial, biasis and gender issues are able to be brokendown, and effectively solved.
	-Develop social groups to research and discuss the causes of discrimination.	Sept95-June96	
	-Develop a collective discrimination action plan to reduce racial tension and conflicts.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To eliminate racism and sexism in our personal lives and in our community.	-Monitor school activities and sports programs to ensure selection and participation is not dependent on race, gender, social class or economical conditions.	Sept95-Sept96	Students are interacting with minorities and women without racism or sexism.
To interact, communicate and work more effectively in an interdependent community.	-Encourage and support diverse team sports and club memberships.	Sept95-Sept96	Students are cooperating and working with people of different ethnic backgrounds.
	- Form organizations to promote pluralism with in our school activities.	Sept95-June96	
	-Implementation of cooperative learning in all subject matter classes.	Sept95-June96	
To produce effective agents of positive social change.	-Develop conflict mediation groups to solve bias and sexist conflicts.	Sept95-June96	Students are acting as effective change agents for a more productive school and community by incorporating positive change ideas.
	-Implement community service as a school course.	Sept95-June96	
	-Develop school research groups to study urban issues and collectively formulate solutions.	Sept95-Sept96	
	-Develop social groups to find strategies for developing community harmoy.	Sept95-Sept96	

1995 - 1996 MULTICULTURAL EDUCATIONAL CURRICULUM

BUILDING OR SITE : DISTRICT - CENTRAL ADMINISTRATION

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#2)- Students will develop a clear understanding of diverse attitudes, traditions, beliefs, values and ways of life.

BEHAVIORAL OUTCOMES: (#1)- Students will have equal educational and athletic opportunities in our school system.

SKILL OUTCOMES: (#4)- Students from all cultural groups will increase their self-esteem and self-idenity.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To create equal educational and athletic opportunities.	-Examine school policies to insure that they are consistent with providing the students with an education that is multicultural.	Sept95-Sept96	All students are experiencing equal educational and athletic opportunities and a balance is created with ethnic representation.
	-Develop a District wide technological learning center to help students and teachers gain resources.	Sept95-Sept96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	-Provide staff with strategies and materials for working with non-English and with limited-English speaking students.	Sept95-June96	
	-Provide adult training programs for parents, to assist them to become active participants in the learning process and how they can help their children.	Sept95-June96	
	-Inform parents by way of mail or phone, of all District activities and encourage participa tion.	Sept95-June96	
	-Develop an ongoing review and revision process of all individual subject curriculum guides to assure multicultural goals are addressed.	Sept95-Sept96	
	-Promote instructional methods that address different learning styles and approaches.	Sept95-June96	
To increase self-esteem and self-identity.	-Construct classrooms and hallways with displays of ethnic cultures.	Sept95-June96	The students increased self-worth and self-respect is seen in their strive for achievement and in who and what they are.
	-Organize holiday celebrations and festivals.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To develop a clear understanding of diverse cultural ways of life.	-Develop staff recruitment and hiring practices that insure school staff is multiracial,multiethnic and multilingual.	Sept95-Sept96	
	-Develop programs which expose students to ethnic role models.	Sept95-June96	
	-Invite guest speakers to lecture about the different ethnic cultures.	Sept95-Sept96	
	-Hire an Asian,African American and Hispanic Guidance Counselor for all schools.	Sept95-June96	There is a learning environment where respect is displayed toward different cultural ways of life.
	-Provide Multilingual school notices to parents about school activities.	Sept95-June96	
	-Develop ethnic Mass Media programs through the District's Mass Communications Department.	Sept95-Sept96	
	-Implement textbook selections to reflect multicultural perspectives.	Sept95-Sept96	
	-Utilization of music,art language and dance to assist staff and students to appreciate different cultures.	Sept95-Sept96	

IMPLEMENTATION FORMATE

FOR THE

HIGH SCHOOL AND MIDDLE SCHOOL

BUILDING OR SITE : HIGH SCHOOL AND MIDDLE SCHOOL

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#3)- Students will develop their perception and comprehension of the ideas, perspectives and experiences of all the racial cultural and ethnic groups in our community.

BEHAVIORAL OUTCOMES: (#4)- Students will be able to recognize and validate the history, culture and contributions of all the people with-in our community and society.

SKILL OUTCOMES: (#2)- Students will create and be part of a school and classroom climate that enhances learning by recognizing and using its cultural diversity.

(#6)- The students will create and be part of an educational environment that fosters safety and respect for all the people of our community.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To develop comprehension of the perspectives of all racial groups.	**PE & HEALTH**		Through class discussion, group work, class exercises and esseys, the students will show cognition of facts and figures on the perspectives of all racials groups.
	-Discuss family ethnic backgrounds.	Sept95-June96	
	-Discuss how different cultures persive sporting events.	Sept95-June96	
	-Discuss how prejudicial perspectives limit human development.	Sept95-June96	
	-Identify ways to act responsible in your own life.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	ENGLISH		
	-Incorporate creation myths from a wide range cultural tradition.	Sept95-June96	
	-Implement role play and reverse role play on ethnic scenarios.	Sept95-June96	
	HISTORY		
	-Discribe how current politics are affecting individual cultures.	Sept95-June96	
	-Examine the African American experiences in the 19th century as decribed by African Americans.	Sept95-June96	
	ART & MUSIC		
	-Study the life and times of noted ethnic artists and musicians.	Sept95-June96	
	HOME ECONOMICS		
	-Discoss household duties of different ethnic cultures.	Sept95-June96	
	FOREIGN LANGUAGE		
	-Present stories in non-English about different cultures.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To recognize the contributions of all the world's people.	ENGLISH -Discuss the lives and contributions of ethnic heroes. -Develop a unit showing the influence of other cultures on the development of the American spoken language. SCIENCE -Use audio-visual aids which depict the contributions of female and ethnic scientists. -Create a time-line and photo collection of notable women and minorities in science and technology. HISTORY -Discuss the lives of Black soidlers within Confederate and Union troops. Also, in World War I and II. -Show movie: "The Tuskegee Airmen". -Research individuals who have been historically omitted from the curriculum.	Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96	Students will acknowledge the many important contributions of the many different people of the world, through esseys, lists, discussions, projects and tests.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To create a classroom that enhances learning.	ART & MUSIC		Students will create and be part of a classroom that enhances learning, by being responsible in accepting the high academic standards set by the teacher for all students. At least 85% of the classroom work will be satisfactorily completed by each student.
	-Construct and display artwork created by different ethnic groups.	Sept95-June96	
	-Play music created by different ethnic groups.	Sept95-June96	
	ENGLISH		
	-Include words originally from cultures on spelling lists.	Sept95-June96	
	-Add a Literature story of ethnic Minorities with in American society.	Sept95-June96	
	-Create stories about students from a Different culture.	Sept95-June96	
	-Create an Annotated bibliography including authors of both genders from different ethnic backgrounds.	Sept95-June96	
	HISTORY		
	-Create a picture file of homes from different cultures.	Sept95-June96	
	- Include the Holocaust in the study of the 20th century.	Sept95-June96	
	-Distribute a list of cultural differences between industrialized nations and the developing world.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	Discuss reasons.		
	-Contract the reasons and patterns of migration to the USA.	Sept95-June96	
	-Engage in mapping exercises that include native or ancenstral lands of the students.	Sept95-June96	
	-Discuss westward expantion from multiple perspectives,including that of Native Americans.	Sept95-June96	
	BUSINESS EDUCATION		
	-Discuss the import and export polices that affect the American society.	Sept95-June96	
	-Discuss the differences in manufactoring practices amoung different cultural communities.	Sept95-June96	
	ART		
	-Create a photo collection of notable women or ethnic people.	Sept95-June96	
	HOME ECONOMICS		
	-Discuss food, clothing and shelter of different areas of the world.	Sept95-June96	
	- Investigate how technology has changed ways of life.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	SCIENCE		
	-Discuss different climates around the world and relate it to the study of homes from different cultures.	Sept95-June96	
	FOREIGN LANGUAGE		
	-Share information, artifacts and experiences from other cultures.	Sept95-June96	
	-Take field trips to communities, museums,Historical clubs or restaurants to experience different ways of life.	Sept95-June96	
	MATH		
	-Display mathematical tools from different cultures.	Sept95-June96	
	-Discuss how worldwide adoption of the Metric system would effect Americam lives.	Sept95-June96	
	-Study the origins of mathematics.	Sept95-June96	
	-Explore the relevance of math and the use in other countries.	Sept95-June96	
	HEALTH & PE		
	-Discuss family ethnic backgrounds.	Sept95-June96	
	-Discuss the origins of names.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To create a learning environment that fosters safety and respect.	ENGLISH -Read literature in which children from other countries are portraded. -Add literature units that include multiethnic themes. -Add works by authors of different cultural backgrounds when instructing reading. HISTORY -Present a whole unit on Native Americans. Show film, "Dancing With Wolves". -Talk about how it would feel to trade positions with other cultures. What would it feel like if Europeans had only one month to talk about their history in an Afrocentric curriculum. ART & MUSIC -Invite ethnic atrists and musicians to perform for students. -Invite ethnic artists and musicians to give views on the significance of the renaissance.	Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96	Students will create and be part of a school environment that is conducive to learning by showing respect to all ethnic populations, staff and students, displaying behavior that is socially appropriate.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	HOME ECONOMICS		
	-Present food menues and heritage costumes in class.	Sept95-June96	
	HEALTH & PE		
	-Discuss and give recognition to successful ethnic athletic individuals or groups.	Sept95-June96	

1995 - 1996 MULTICULTURAL EDUCATIONAL CURRICULUM

BUILDING OR SITE : HIGH SCHOOL AND MIDDLE SCHOOL

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#1)- Students will be able to identify examples and practices of racism and sexism in our school and community.

BEHAVIORAL OUTCOMES: (#3)- Students will resolve race and sex based conflicts in a non-violent manner.
(#5)- Students will experience peace, harmony and brother/sisterhood in our increasingly diverse school system and community.

SKILL OUTCOMES: (#3)- Students and their families will become active participants in the process of community and school developments.
(#5)- Intergroup and interpersonal relationships between children in our community will improve.
(#8)- Students will develop conflict resolution skills to peacefully solve interpersonal and intergroup conflicts.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To improve group and interpersonal relationships.	**ENGLISH** -Write a poem or a story about a personal experience with a person of a different ethnic culture.	Sept95-June96	Students will be working effectively in classroom cooperative groups.
	ART & MUSIC -Organize displays and performances of the fine arts.	Sept95-Sept96	Classroom interaction is productive and organized.
	HOME ECONOMICS -Implement group cooking projects that utilize recipes from different cultures.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To promote school and community peace, harmony and brother/ sisterhood.	**FOREIGN LANGUAGE** -Group or class projects on ethnic cultures to be displayed in the classroom or school building.	Sept95-June96	Students will be interacting in a peaceful and constructive manner.
	HEALTH & PE -Cooperative group projects on current health issues.	Sept95-June96	
	-Correct balance of minorities and genders on team and gym activities.	Sept95-June96	
	-View film footage of famous ethnic heroes.	Sept95-June96	
	HISTORY -Develop cooperative learning groups to study the history of ethnic populations.	Sept95-June96	
	ENGLISH -Participate in Humanity activities that develop relationships with ethnic students.	Sept95-June96	
	BUSINESS EDUCATION -Engage in community service as a class project.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To identify the practice of racism and sexism.	HISTORY -Develop examples of racism, biasis and gender discrimination in the community and society.	Sept95-June96	Daily situations of racism and sexism in the classrooms are reduced or eliminated.
	-View film footage of examples of racism and sexism in our society.	Sept95-June96	
To develop conflict mediation skills to solve problems.	HISTORY -Read and discuss the US legal system and how it affectively resolves social problems.	Sept95-June96	Student conflicts will be resolved in a peaceful manner.
	-View film footage of famous trials of individual and group conflicts.	Sept95-June96	
	HEALTH & PE -Develop a Hotline to give resolution advice on developing conflicte.	Sept95-June96	
To resolve race and sex based conflicts.	HISTORY & HEALTH -Discuss effective ways of resolving individual and group conflicts.	Sept95-June96	Daily conflict situations based on race and sex will be solved in non-violent manners.
	-Computer resources to provide information on conflict resolution.	Sept95-June96	
	PHYSICAL EDUCATION -Balanced multiethnic groups or teams for physical activities, games, exercise and sports play. Co-educational and multiethnic classes.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To get parents involved in their childrens educational experience.	ALL SUBJECTS -Homework call-in service to promote parental awarness of required assignments.	Sept95-June96	Parents are taking a more active part in their childrens educational experience.
	-"Educational-Pride Day", to allow parents to attend classes with their children and share in the activities.	Sept95-June96	
	-Call parents regularly to alert them to problems, both academic and social.	Sept95-June96	
	-Schedule day and night conferences performances and activities to accomodate different work shifts of parents.	Sept95-June96	
	-Schedule talented parents in the classroom to enrich education by sharing their experise, culture and knowledge.	Sept95-June96	
	HEALTH & P.E. -Observation of parent-child visits to view child care and development. Educate students for parenting.	Sept95-June96	

1995 - 1996 MULTICULTURAL EDUCATIONAL CURRICULUM

BUILDING OR SITE : HIGH SCHOOL AND MIDDLE SCHOOL

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#4)- The students cognitive ability will increase to recognize, critically analyze and problem solve racial, biasis and gender issues in our increasingly diverse school and community.

BEHAVIORAL OUTCOMES: (#2)- Students will eliminate racism and sexism in their personal lives and strive for equality and unity in our increasingly multicultural community.

SKILL OUTCOMES: (#1)- Students will interact, communicate and work more effectively in our pluralistic and increasingly interdependent community.
(#7)- The students will develop an understanding to the perspectives of the many diverse groups in our community and society so that they can and will act as effective agents of positive social change.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To analyze and problem solve racial, biases and gender issues.	**HEALTH & PE** -Cooperative Group work to identify examples of discrimination in the school. -Cooperative group work to research causes of discrimination.	Sept95-June96 Sept95-June96	With essay questions, students will break down problems into components, analyze them and develop solutions.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To eliminate racism and sexism in our lives and in our school and community.	**HISTORY & SCIENCE** -Conduct research on Urban & environmental issues and formulate solu tions.	Sept95-June96	Students will explain concepts of racial, biases and gender issues.
	-Invite city officials to the class to discuss problems and how students can ehlp to solve them.	Sept95-June96	Students will explain motives of racial behavior in essay form.
	HISTORY -Identify and discuss ways ethnic people were and still are discriminated.	Sept95-June96	Students will draw up a list of examples of racism and sexism.
	HEALTH & PE -Discuss the emotional, physical and social effects of discrimination.	Sept95-June96	
	BUSINESS ED -Arrange E-mail communications with schools outside of the USA.	Sept95-June96	
	-Develop organizations that promote diversity.	Sept95-June96	
To interact, communicate and work effectively in an interdependent community.	**SCIENCE & MATH** -Report the desirable and undesirable effects of technology on people in the USA and in other countries.	Sept95-June96	Students will work coopetatively and effectively in Multiethnic groups in the process of completing class-work.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To produce effective agents of social change.	MASS COMMUNICATIONS -Organize Multiethnic mass media groups for T.V. & radio. HEALTH & P.E. -Organize Multiethnic P.E. Groups. -Express emotions through Dance. ENGLISH & HISTORY -Cooperative Multiethnic groups to cover subject matter content. ART & MUSIC -Express diverse feelings through Art and Music Expression. HEALTH & P.E. -Cooperative groups to find constructive solutions to discrimination. BUSINESS ED. -Work/study program that is Multiethnic. -Develop plans to find solutions to urban issues. -Voluntary services at hospitals, Senior Citizen Centers or with the public. -Involvement in community civic groups or organizations.	Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-June96 Sept95-Sept96 Sept95-June96 Sept95-Sept96	Students will efectively interact and correspond with Multiethnic individuals and groups. Students will put their feelings into words by keeping a journal. Students will design and perform Art, Music and Dance programs. Students will become agents of change with effective solutions to class created social situations. They will analyze the problems and write the solutions in short answer forms. Students will know how to effectively implement change by listing and carrying out the procedures.

1995 - 1996 MULTICULTURAL EDUCATIONAL CURRICULUM

BUILDING OR SITE : HIGH SCHOOL AND MIDDLE SCHOOL

OUTCOMES ADDRESSED

LEARNING OUTCOMES: (#2)- Students will develop a clear understanding of diverse attitudes, traditions, beliefs, values and ways of life.

BEHAVIORAL OUTCOMES: (#1)- Students will have equal educational and athletic opportunities in our school system.

SKILL OUTCOMES: (#4)- Students from all cultural groups will increase their self-esteem and self-idenity.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To create equal educational and athletic opportunities for all students.	**ALL SUBJECTS** -Provide students with diverse content that is multiethnic,gender correct and disadvantaged appropiate. -Provide educational materials that are gender, ethnic and disadvantaged correct to appeal to all students. -Instructional methods will be educ-	Sept95-June96 Sept95-June96 Sept95-June96	Equal opportunities and access will be in place for all sports programs,clubs and academics throughout the system.

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	ationally appropiate for the success of all students. The many different learning styles and approaches will be addressed.		At-Risk students will achieve academically, athletically and socially.
To increase self-esteem and self-idenity.	ATHLETICS & CLUBS -All sports programs and clubs are multiethnic,gender correct and disadvantaged appropriate and available for all students.	Sept95-June96	Enthusiasm to learn will be shown by 90% of the Student Body Daily absenteeism will decrease by 10%.
	HISTORY -Show the effects & contributions the many different cultures have had on the American society.	Sept95-June96	All minority and at-risk students scores will increase to average levels.
	HOME EC. & FOREIGN LANG. -Organize festivals for ethnic holiday celebrations with food and decorations.	Sept95-June96	Daily behavioral problems will decrease by 20%.
	ALL SUBJECTS -Schedule guests to speak on experiences and talents, to expose students to ethnic role models.	Sept95-June96	
	-Textbooks, films and resource materials will reflect all ethnic groups.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To develop a clear understanding of diverse cultural ways of life.	MATH & SCIENCE -Subject content will be structured to relate to the daily lives of women and ethnic groups. Learning will center on how Math and Science is used in daily functions.	Sept95-June96	Creation of multi-ethnic projects of Art, will decorate the school buidlings.
	FINE ARTS & P.E. -Utilization of Art, Music, Language and Dance to appreciate Multiethnic cultures.	Sept95-June96	Ethnic Music and Dance will be demonstrated in assemblies for the Student Body and their parents.
	MASS COMMUNICATIONS -Student productions of mass media programs displaying the different ways of life of the students in the District.	Sept95-June96	Ethnic TV and radio projects will be successfully produced.

GUIDELINE FORMATE FOR A SELF-DEVELOPED ELEMENTRY LEVEL MULTICULTURAL CURRICULUM

GUIDELINES FOR AN ELEMENTRY LEVEL MULTICULTURAL CURRICULUM

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To develop comprehension to the perspectives of differnt ethnic groups and to recognize the contributions of all the people in our community.	-Implement student role play and reverse role play.	Sept95-June96	Essays, discussions, tests, projects, behavior and skill development.
	-Organize field trips of cultural diversity.	Sept95-June96	
	-Use of fine arts to assist staff and students to appreciate different cultures.	Sept95-June96	
	-Develop an appreciation for foods of various countries and cultures.	Sept95-June96	
	-Devleop an awareness of the diversity of physical activities and sporting events throughout the world.	Sept95-June96	
	-Hold school-wide cultural Music programs.	Sept95-June96	
To create a learning environment that enhances learning for all students.	-Promote instructional methods that address the different learning styles of all the students.	Sept95-June96	Essays, discussions, tests, projects, behavior and skill development.
	-Provide a classroom climate reflecting an acceptance of ethnic and cultural similarities and differences through Multicultural literature.	Sept95-June96	
	-Utilization of the school library to incorporate Multicultural education.	Sept95-June96	
	-Utilization of technology to appreciate different culutres.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
To improve group and interpersonal relationships and promote peace and harmony. To deveop communication skills.	-Encourage and support Multiracial friendships and promote interschool socialization.	Sept95-June96	Essays, discussion, tests, projects, behavior and skill development.
	-Promote Multiculturalism through pupil exchange.	Sept95-June96	
	-Implement a student exchange program with neighboring schools.	Sept95-June96	
	-Design activities for interaction with other cultural groups.	Sept95-June96	
	-Peer discussion groups to implement the concept of mutual respect, peace and harmony.	Sept95-June96	
	-Provide Multicultrual assembly programs to show ethnic diversity of the school and community.	Sept95-June96	
	-Provide student activities that encourage cooperative learning experiences.	Sept95-June96	
To get parents involved in their children's educational experience.	-Investigate methods by which community resource people can provide Multicultural learning imput.	Sept95-June96	Essays, discussions, tests, projects, behavior and skill development.
	-Plan to keep familites informed about programs on a regular basis.	Sept95-June96	
	-Training provided for families.	Sept95-Sept96	
	-Increase the communities strength	Sept95-Sept96	

169

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	of diversity with celebrations and festivals of ethnic holidays and traditions.		
To increase self-esteem and self-identity of all the students.	-Develop programs that expose students to Multiethnic role models.	Sept95-June96	Essays, discussions, tests, projects, behavior and skill development.
	-Organize building and classroom displays of cultural diversity.		
	-Develop an appreciation for foreign languages by having minority students from the H.S. visit the Elementary schools.	Sept95-June96	
	-Selection of student of the month award.	Sept95-June96	
	-Public recognition of all academic, athletic and social achievements.	Sept95-June96	
	-Provide programs and activities to develop the students self-image and self-pride.	Sept95-June96	
To identify examples of discrimination and to effectively problem solve racial, bias and gender issues.	-Utilization of non-discriminatory textbooks, films and resource materials.	Sept95-June96	Essays, discussions, tests, projects, behavior and skill development.
	-Develop programs that incorporate conflict mediation strategies.	Sept95-June96	
	-Provide lectures, activites and discussions that address discrimination.	Sept95-June96	

OBJECTIVES	ACTIVITIES	TIME	EVALUATION
	-Monitor all school activities to ensure race, gender, social class or economic conditions are not a deciding factor.	Sept95-June96	

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APPENDIX A

(Readings on racism and education)

Contemporary Issues

ALEX MOLNAR

The Resurgence of Racism

(1989). Educational Leadership. Vol. 47, No. 2 Alexandria, VA. Page 71.

Racism in America: A Continuing Dilemma

Despite legal protections for minorities, racism continues to pose a serious problem for society—and for schools.

One of the biggest lies out here is that no matter what race or religion you are, it doesn't matter. Now that's a lie, and we all know it. If we don't talk about these problems and take them on, they're going to get much, much worse.

—Spike Lee[1]

The United States is fond of interpreting its history as a triumphal march of progress, so perhaps it is only natural that many white Americans assume that racism is something we "took care of" in the '60s. After all, the most popular show on television today features a black family, housing discrimination is illegal, lynchings are unheard of, the doctrine of "separate but equal" has been relegated to the same jurisprudential dustbin as the Dred Scott decision, and a black person can be a serious candidate for president.

But has the U.S. overcome its racist past? Of course not. Even the most casual reader of newspapers will notice that racism persists in many forms, some overt, some subtle. Physical attacks on minorities, racial clashes in schools, redlining, and widespread stereotypes with racial overtones such as "welfare queen" are very much part of the U.S. in 1989. Consider the following recent items drawn from newspaper accounts:

- U.S. colleges enrolled fewer black undergraduates in 1985 than in 1960.[2]
- A former grand wizard of the Ku Klux Klan and founder of the National Association for the Advancement of White People was elected to the Louisiana State House and received campaign contributions from across the country.[3]
- One hundred and fifty-two years ago the Chippewa Indian tribes ceded what is now the northern third of Wisconsin to the U.S. in return for,

Racism is still a serious problem today, but a different kind of problem than it was before the 1960s.

among other things, the right to hunt and fish on the lands that had formerly belonged to them. In 1983 the federal courts reaffirmed the Chippewa treaty rights, but Indians exercising their right to spearfish walleye are now faced with racial slurs and physical intimidation. In the spring of 1989, in the face of virulent anti-treaty rights protests, the governor of Wisconsin attempted—unsuccessfully—to have the Indians enjoined from exercising their rights.[4]

- In 1989 Americans in 12 states can tune in "Race and Reason" on their public access cable station. The program is hosted by Tom Metzger, who heads the White Aryan Resistance (WAR). Metzger aims to topple what he refers to as the Zionist Occupational Government of the U.S. He asks: "What is wrong with the system that white kids across the country are joining up with people like me?"[5]
- A double standard exists in media treatment of, and social response to, the plight of black crime victims and white crime victims, especially when the perpetrators are black.[6] Although 81,000 blacks were victims of violent crimes committed by whites in 1986 (the last year for which data are available),[7] it was a black criminal, Willie Horton, who became a presidential campaign issue in 1988.

Clearly, racism is still a serious problem today, but a different kind of problem than it was before the 1960s. The great advances of the civil rights movement were legal protections: it became illegal to discriminate on the basis of race in employment, housing, and public accommodations. However, legal protections for minorities did not mean the end of racism in this country. Racism persists in the minds, hearts, and actions of too many Americans—and, sadly, continues to be transmitted to our children.

The legal reforms of the 1960s and '70s give us the opportunity to struggle—to struggle to establish policies and practices that will dispel racial fear and ignorance and to change cultural and institutional norms that impede cooperation among the races. Schools have an important role to play in this struggle against racism. Schools are not sanctuaries, and educators cannot shut the classroom door on their responsibility to promote social justice in the face of the powerful manifestations of racism in our culture. Schools can address the interpersonal aspects of racism as well as offer school and classroom activities that teach about the devastating effects oppression has had on minority group members and their cultures while at the same time acknowledging the strengths and contributions of minority group members and their cultures.

Schools are not sanctuaries, and educators cannot shut the classroom door on their responsibility to promote social justice.

In school, children can learn to understand the wounds that racism has inflicted on them and on our society and learn to understand that being different does not mean being inferior. If schools can teach that lesson, then they will be helping to nurture the hope that someday, indeed, we shall overcome □

[1] Quoted by S. Muwakkil, (July 5–18, 1989), "Doing the Spike Thing," *In These Times* 13, 29.

[2] P. Ahlgren, (May ?, 1989), "Report Urges State College Fund for Minorities," *The Milwaukee Journal*.

[3] "Ex-Klansman Had Donors from Across U.S.," (April 9, 1989), *The Milwaukee Journal*.

[4] W. Janz, (May 5, 1989), "When Night Falls, Hate Is Turned On," *Milwaukee Sentinel*.

[5] J. Coplon, (May/June 1989), "The Skinhead Reich," *Utne Reader*, pp. 80–89.

[6] ABC World News Tonight, (May 10, 1989), "The American Agenda."

[7] L. Greenhouse, (December 31, 1988), "Broader Curbs Sought on Challenging Jurors," *The New York Times*.

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(1989). Educational Leadership. Vol. 47, No 2. Alexandria, VA. Page 73.

Reducing the Impact of Racism on Students

Educators can combat racism by punishing racist behaviors and honoring pluralism.

Should teachers and administrators be concerned with the impact of racism on students, especially if students are reacting to racist experiences outside the educator's immediate control? Perhaps educators in inner-city schools do not deal with racism because they know they cannot control their students' experiences or because they do not want to take time away from other subjects. Educators in predominantly white schools, on the other hand, may believe that they don't have to address racism because they have few or no minority students.

I contend that avoidance of this issue has two damaging consequences for the classroom. First, racism diverts minority students' attention and interest from academic pursuits: because racism is a strongly negative emotional experience for these students, they are likely to spend time and energy responding to it in nonconstructive ways. Second, avoiding or ignoring racism sends signals to white students that racism is acceptable or at least a trivial issue.

Educators need to do more than simply understand and identify racism and its impact on students. They need to actively counteract this problem.

Setting Expectations

School boards and superintendents of school districts can work actively to reduce racism by:

- articulating a clear statement of expectations regarding racism;
- establishing and enforcing a series of consequences for violations of those expectations;
- providing rewards for those who strive to reduce racism in their schools and classrooms.

Building administrators need to state a clear policy against any form of racism.

Some educators may have given up trying because countering racism is hard work and there may be no rewards in it. In fact, some educators may actually be punished for attacking racism, especially when such action is perceived as "rocking the boat."

Even if school boards and high-level district officials adopt anti-racism policies, however, there remains a need for action at individual schools. Building administrators, like their counterparts at the district level, need to state a clear policy against any form of racism. This policy must be well publicized, not only to teachers and other staff, but also to students and their parents. Equally important, principals must be willing to follow through on their policies: they must be brave enough to punish not only racist students but also racist teachers. Such punishments should reflect the importance of the policy; they should not be the mild slap-on-the-hand so often meted out. Too often, racism is ignored, or punished only after the administrator has been asked repeat-

edly to take action; and many times the administrator's attitude clearly indicates that the punishment is not to be taken seriously. For example, in one case where a white student called a black teacher "nigger," an administrator refused to intervene, saying the student was "just having a hard day."

In addition to punishing racist behaviors, building administrators need to reward and encourage those on their staff who try to reduce racism. While building administrators may have relatively little control over major reward systems, they control a few perks in their schools. Those who patiently and consistently encourage efforts to combat racism create a climate that supports both positive interaction and learning.

The Teacher's Role

In their classrooms, teachers can mitigate racism in several ways. First, they can remember that they are models and that students will often follow their lead. Therefore, they need to assess how they interpret the behavior of both minority and white students. I have found, for example, that white teachers of integrated classrooms spend inordinate amounts of time worrying over the fact that minority children often prefer to sit together and play together; yet these same teachers rarely worry about white students' sitting together. This worry may reflect a teacher problem rather than a student problem. Whom students choose to sit with is much less important than the overall ambience of the classroom.

Classroom ambience is determined in part by the way the teacher handles racist behavior. Teachers should confront behavior that may be either intentionally or unintentionally racist. They should point out the behavior, label it as racist, indicate they will not tolerate it, and explain why. Explanations should vary for different age groups to match their levels of cognitive development. For example, a teacher of elementary students might explain the effects of racism in terms of the personal feelings of the victim; the middle school teacher could discuss racism in terms of individual rights; and the high school teacher might talk about justice and human rights.

Building administrators need to reward and encourage those on their staff who try to reduce racism.

The atmosphere of a classroom is influenced greatly by the academic expectations a teacher holds for students. All too often teachers have been socialized to hold lower academic expectations for minority students than for white students. Teachers express these lower expectations when they give simpler tasks to minority students than to whites; allow minority students to "get away with" doing less academic work than whites; focus more time on social behavior among minority students and on academic behavior among white students; attribute poor academic performance by minority students to factors outside the students' control while attributing performance in white students to effort and other factors within the students' control. Behaviors such as these convey the message that learning and academic excellence are outside the purview of certain racial or ethnic groups.

Teacher behaviors, moreover, often offer more encouragement to white students. To counteract this, teachers need to carefully monitor their own behavior. One way to do this is to invite a friendly and honest colleague to observe one's classroom interaction and give informal feedback. In addition, if teachers make clear and positive statements of academic expectations to the entire class, they send a message that learning is valued for *all* students. Furthermore, teachers need to communicate to students not only that they have the potential to be successful in academic work but also that such work is worthwhile. Finally, in assessing student performance, teachers need to be sure to give both minority and white students encouragement and specific suggestions about how to improve academic work.

Honoring Pluralism

The way educators handle pluralism also affects the ambience of the classroom and of the school. Pluralism is typically acknowledged in schools by devoting short concentrated periods of the school year to the "celebration" of some minority group's history and culture. Once a year, pictures of minority cultural heroes—usually selected by whites—appear on classroom and hall walls. Black spirituals are sung, American Indian dances are performed, and the traditional clothing of various Hispanic and Asian cultures is displayed. After this period is over, teachers and administrators get back to the "important" subjects of school.

We need to do more to honor pluralism. We need not only to recognize the existence of other cultures but also to incorporate them into the class-

New and Interesting

A Common Destiny: Blacks and American Society, a new book from the National Research Council, gives a comprehensive picture of the status of black Americans today. Among the topics covered are social and economic changes; identity and institutions in the black community; political participation; crime and criminal justice; and health, education, and family life. The book also considers policies and programs that hold the most promise for overcoming problems blacks face in employment, housing, income, and education.

Available from National Academy Press, 2101 Constitution Ave., N.W., Washington, DC 20418, for $35.00. Call (202) 334-3313 for information.

room every day. Non-European cultures must be presented not as adjuncts to the "regular" curriculum but as part of the total curriculum presented to the child. This is necessary not only in classrooms that are culturally heterogeneous but also in classrooms composed primarily or solely of white students. Why not discuss African or Chinese fiction? Recognize that world history includes the history of Africa and Asia? Demonstrate to children that American history includes the perspective of American Indians and blacks as well as whites? Some educators need to overcome their ethnocentrism and open themselves—and their students—to the achievements and experiences of other cultures.

A Major Force

Racism continues to be a major, if long denied, force that affects the attitudes and behavior of children today. In the next few years, issues of race will become even more critical in our society. Current demographic trends indicate that the United States is becoming an even more pluralistic nation. The populations of people of color are younger than those of whites and therefore are likely to be a major force in educational and economic institutions in the years to come. How will whites react to this change? Will they continue to fight against people of color to maintain an outmoded system of traditions? Or will they learn to accept cultural pluralism beyond the level of lip service and make this one of the few truly multiracial, multicultural nations on earth?

Teachers should confront behavior that may be either intentionally or unintentionally racist.

Educators will help decide how these questions are answered. Although schools alone cannot control the level of racism in society, they can do much to counteract this ugly American tradition.□

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Contemporary Issues

LLOYD A. FOSTER

The Resurgence of Racism

(1989). Educational Leadership. Vol.47,No 2. Alexandria,VA. Page 76.

Breaking Down Racial Isolation

When students interact with peers of other races, they learn to reject stereotypes.

As principal of all-minority Annie Fisher School in Hartford, Connecticut, I was concerned about racial isolation. I wanted to give our students the opportunity to work with the white community. Paulie Brading, principal of all-white Morley School in West Hartford, had similar concerns. She feared that, unless her students really got to know some black students, they would accept the stereotypes of the past.

In June 1985 we met with Robert Content, director of the Science Museum of Connecticut, who wanted the museum to do more for inner-city students. This meeting gave birth to the "Across the Lines" project.

Across the Lines

The major goal of Across the Lines was to bring students from the two schools together. We decided to aim for a racial mix of 50–50 rather than placing a few blacks in a white class, as had been done in past efforts. We also decided that the contacts would focus on academics, allowing students to study together.

With the help of team leaders from the two schools, we began to plan for the fall. To develop lasting relationships between students, we decided that (1) classes would meet in planned programs several times during the year, and (2) students would be paired off randomly as pen pals and write often during the year. With Robert Content's guidance, we set up an MCI Electronic Mail connection between the two schools to encourage frequent communication.

Student Expectations

The school psychologist used an "imaging" study to assess students' attitudes and expectations. The findings showed that many black students believed whites had a negative perception of them in social and academic areas. This was confirmed when white students reported negative expectations.

White students' perceptions of blacks included poor grammar, bad manners, low intelligence, loud radios, drug use, and so on. Black students' perceptions of whites included high intelligence, preppy clothes, big houses, college plans, good behavior in school, and the like. From these stereotypical responses, we knew that our project was sorely needed.

To develop lasting relationships, we decided that students would be paired off randomly as pen pals and write often during the year.

Working Together

The first class get-togethers took place at the museum, where the dinosaur display was a major attraction. The students met, paired with their pen pals, and worked on a series of studies together. We wanted the students to realize that both groups could read, write, communicate, and work together.

Following the initial meetings, teachers worked out their own programs. Individual classes would meet at one of the schools for joint studies followed by lunch, recess, and games. Several classes took joint field trips on study projects.

Post-testing indicated that many students were pleasantly surprised by

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these encounters, most faults they expected in the other group did not exist. Students acknowledged that some faults they had expected in others also existed in their *own* groups. Some black students were still skeptical of the white students, but they felt they could enter a mostly white gathering with less apprehension.

From the outset parents participated in the program. The PTAs exchanged invitations to meetings. In the fall of the second year, a major program was planned at Fisher. Over 400 parents, students, and teachers assembled to meet the past year's pen pals, see the new classes, visit the rooms, and share refreshments.

A Continuing Effort

The program is now in its fifth year. Each year we try to build even stronger relationships and more effective learning situations. Black and white students' attitudes toward one another are now based on familiarity rather than ignorance. With the committed efforts of teachers and the support of parents, we are meeting this important student—and societal—need.□

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Confronting Racism in the Schools

This May 1989 Bulletin from the Oregon School Study Council will help teachers, administrators, and school board members who want to combat racism aggressively. The Bulletin offers suggestions for responding to acts of racism and gives examples of programs that promote cultural acceptance. Available from Editor, OSSC, University of Oregon, 1787 Agate St., Eugene, OR 97403. 33 pp. Copies are $5 each, with a $2 handling fee added to billed orders.

APPENDIX B

(Sample invitational letter to parents)

SLUG: HUNTER, OCTOBER 1989

Sample Letter to Parents

Dear Parents,

We are anxious to take advantage of your very considerable talents, abilities, and interests in order to increase the richness of your child's program. As a result, we are initiating "Par-aide (Parent Aide) in Education" and, with parents joining us to augment the power of our instructional resources, are creating another "first" for education. You are busy people, but many of you already have indicated your eagerness to contribute your time and talents to the success of your child's education. We would like to poll your interest and availability for participation in one of three areas. In no way is this an obligation of a parent, just an opportunity.

I. Knowing and valuing cultural differences

Students need to know and respect the cultures of all peoples of the world. Consequently, we would like to develop cadres of parents, not necessarily of that nationality or ethnic derivation, who will present some aspect of the culture of a country, region, or people through their customs, folklore, art, cooking, history, music, geography, special events, festivals, beliefs, and religions—anything that would give our students a taste of knowing and valuing those people.

II. Arts, crafts, and hobbies

Increased leisure time is a "for sure" of the future. Students should have the advantage of learning from those of you who are already engaged in arts, crafts, and hobbies, so each student can develop a variety of truly "re-creative" recreational activities.

III. The world of work

The complexity of adult occupations is difficult for other adults, let alone students, to understand. Hearing about "what I do" from a real participant in that field develops knowledge that contributes to the eventual selection of a field of interest and occupation. Students should have the advantage of knowing the full range of possibilities, opportunities, and responsibilities in the world of work, not just what is presented by television stereotypes.

Your participation in any one of these activities will take an occasional half-hour to an hour with students at school plus the time needed for preparation. We will assist you in planning your presentation and provide materials if needed.

IV. The "short-handed" school

While we try to anticipate our needs and budget our work time, there are occasional chores (that's the only word for it) where we need an extra head with a willing pair of hands. This might involve clerical work (typing, filing, listing), preparation of educational materials (games, puzzles, charts), helping with students ("convoying," field trips), or what-have-you.

Your contribution would be to list your name as a possible source of assistance at the time of need. If you wish to increase your involvement and make your child's school richer through your participation, please return the tear-off below. After we receive your reply, we will schedule a meeting to give you additional information. Indication of interest in no way commits you to the program.

Sincerely yours,

Principal

"Par-aide in Education"

I am interested in learning more about the areas checked. I understand that this response does not commit me to participation in the program.

____ I. Knowing and valuing cultural differences

My special cultural interest is _____. I could contribute to: ____ customs, ____ folklore and literature, ____ art, ____ cooking, ____ history, ____ geography, ____ special events and festivals, ____ beliefs and religions, ____ music, ____ other _____

____ II. Arts, crafts, and hobbies

I could share my interests in _____

_____

____ III. The world of work

I could tell about _____

_____

____ IV. An extra hand at school

I would be willing to _____

_____

Child's name _____ Parent's name _____

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Source: Hunter, M.(1989).Join the "Par-aide"in education.Educational Leadership.Vol.47, No.2.Alexandria,VA. Page39.

APPENDIX C

(BOOKS ON JOHANN HEINRICK PESTALOZZI)

BOOKS ON JOHANN HEINRICH PESTALOZZI

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